

Publications Committee

BULLETIN
OF
THE UNIVERSITY OF TEXAS

No. 101

The Work of the Fall Term

[BEING THE UNIVERSITY OF TEXAS RECORD, VOLUME VIII, NO. 1.]



*Published by the University of Texas semi-monthly.
Entered as second-class mail matter at the postoffice at Austin.*

AUSTIN, TEXAS

January 15, 1908

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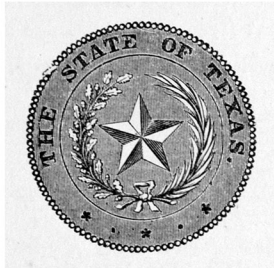
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A U S T I N , T E X A S

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Cultivated mind is the guardian genius
of democracy. . . . It is the only dic-
tator that freemen acknowledge and the
only security that freemen desire.

President Mirabeau B. Lamar.

THE WORK OF THE FALL TERM.

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CONTENTS.

THE RELATION OF A NATION'S SOCIAL IDEALS TO ITS EDUCATIONAL SYSTEM.....	Dr. A. C. Ellis.....	5
COMPETITION	Dr. L. M. Keasbey.....	23
THE UNIVERSITY:		
General Notes—		
The Work of the Term, 29; Calendar of the Fall Term at Austin, 31; New Instructors—Lauch McLaurin, 32; A. S. Johnson, 33; I. P. Hildebrand, 34; J. E. Winston, 35; S. R. Ashby, 35; E. L. Dodd, 36; G. C. Embry, 36; W. T. Hale, 36; F. C. Ostrander, 37; S. Young, 37; O. J. S. Ellingson, 38; C. S. Potts, 38; W. C. Vernon, 39; I. Frischmeyer, 39; N. Weisinger, 39; O. Crane, 39; J. A. Correll, 40; P. Larkin, 40; Co-Operative Society, 40; Fortnightly Club, 42; The University at the State Teachers' Meeting, 43; Summer Schools, 45; The Triennial Council of Phi Beta Kappa, 46; Dr. Campbell's <i>The Seven Sages of Rome</i> , 49.		
Library Notes—		
Finances, 51; Room, 51; Academy of Science Borrowers, 52; Training Class, 52; University Exchanges, 52; Recent Accessions, 53; Books Wanted, 54.		
The Department of Education.....		54
The Department of Engineering—		
General Notes, 55; Engineers' Reception, 56.		
The Department of Law—		
The Law Building, 57; The Law Smoker, 59.		
Matters of Public Interest from the Minutes of the Faculty.....		60
From the Proceedings of the Board of Regents		61
Student Interests—		
Y. M. C. A., 64; Y. W. C. A., 66; Fraternities, 67; Women's Literary Societies, 68; Social Life, 68; Freshman Reception, 69; Student Publications, 70.		
Athletics—		
Football Season, 74; The Bleachers and the Banner, 75; Finances, 75; The Handbook, 76.		
Alumni Notes		76
The Texas Academy of Science.....		82
The Texas State Historical Association.....		83

THE WORK OF THE FALL TERM.

[BEING THE UNIVERSITY RECORD, VOLUME VIII, NUMBER 1.]

THE RELATION OF A NATION'S SOCIAL IDEALS TO ITS EDUCATIONAL SYSTEM.*

BY A. CASWELL ELLIS, PH. D., ASSOCIATE PROFESSOR OF EDUCATION.

The first thing that one observes when making a comparative study of foreign school systems is the strikingly intimate relations which exist between the social organization and social ideals of these peoples and their several educational systems. Perhaps it will interest this audience to trace the relation between a few striking features of the German, French, and English educational systems and the social organizations and ideals of these peoples; and then to consider what lessons we may learn from these systems, and what is needed to bring our own educational system into harmony with our American national ideals.

Taking up Germany first, we shall look at the Prussian educational system as typical. Here we find two parallel systems of schools. The first and oldest system is composed of a three-year *Vorschule*, giving elementary instruction, followed by the nine-year *Gymnasium*, which is in turn followed by the university course of three years, leading to the doctor's degree and preparing for the so-called learned professions. The state gives only partial support to these schools, so that tuition fees are charged sufficiently high to keep out all children of the lower classes and of the poorer middle classes. In these schools the classical, the literary, and the philosophical studies are usually pursued. Parallel to this system is the six-year *Volksschule*, or free school, and the trade schools for the lower class and the poorer middle class. The course in the *Volksschule* is very similar to that of our common elementary schools, except that the elementary courses in such cultural studies

*An address delivered at the opening meeting of the Department of Education in the University of Texas, April, 1907.

as the ancient languages are omitted and all the time given to the more immediately practical subjects. The children of the very poor must pass out directly from the *Volksschule* into active labor or into one of the numerous separate agricultural or trade schools, where all attempt at general culture or individual development is sacrificed to the giving of immediate practical efficiency in some line of labor. Thus the upper class and the well-to-do in the state pass through the *Vorschule*, *Gymnasium*, and university or institute of technology, while the lower classes pass through the *Volksschule* and trade school.*

So much for the barest skeleton of this system. As you see, there is no common-school system at all, such as we have in America, in which children of all classes of society mingle freely, the well-to-do having a chance to learn of the virtues and strength of the poor and unrefined, and the poor and unrefined to catch something of the refinement and culture of the upper classes. The *Volksschule* is not only filled almost exclusively with children of the lower classes, but even the teachers in these schools usually come from this same lower class. The normal schools which train the teachers for the *Volksschule* are entirely separate from the institutions which train teachers for the *Vorschule* and *Gymnasium*. Again, the work of the aristocratic *Vorschule*, *Gymnasium*, and university is a composite unit, each part preparing for, and pre-

*In recent years the state has established a pay *Realschule* and *Ober-realschule*, corresponding to the *Gymnasium*, but teaching science and modern languages instead of the classics. A hybrid *Realgymnasium* has also been created, teaching Latin and modern languages, but no Greek. *Technische Hochschulen*, or institutes of technology, of university grade have also been greatly developed. But all of these are as a rule pay schools. The government offers also a number of scholarships enabling a few of the brightest poor boys in the *Volksschulen* to go free into the higher schools. But, generally speaking, one may say still that the upper classes pass through the *Vorschule*, *Gymnasium*, and university or institute of technology, while the lower classes must pass through the *Volksschule* and trade schools.

Needless to say, all such broad general statements as I shall make about these foreign schools would need many qualifying clauses to reduce them to absolute accuracy. What is said in each case is, I believe, true in general, and accurate enough to form the basis for such conclusions as are here drawn. I am not attempting to give a complete and detailed account of these school systems.

suming upon the addition of the next higher part clear on to the university. The free-school system on the contrary is so organized as to encourage dropping out and to make it very difficult at graduation to pass into higher schools. There is really a third system of education in Germany conducted through private tutors up till the university is reached. This system is patronized by the Kaiser, the nobility in general, and the extremely wealthy who ape the nobility.

We have, to be sure, samples of all these types of education in America, but here our one common-school system is doing 95 per cent. of all the teaching. And what do you suppose a German replies when you tell him of the wonderful advantages of our great universal common-school system? "Ach Gott, nein! Mein Kind mit dem schlechten Publicum!" ["Oh, Lord, no, my child mix with the horrid rabble!"] Rigid class distinctions are an essential part of the German social ideal. All upper classes look down on the lower classes; they know little or nothing about them and do not seem to want to know much about them, except how to get the most work out of them and to keep them where they are. The German professional man looks down on the German tradesman, who in turn scorns the laborer. They do not even want to come into the apartment house by the same door. There is one door for gentlemen and one for tradesfolk and laborers. There are many individual exceptions, but in the main the Germans believe that rigid class distinctions are right, and society without them would be to their minds abhorrent. With such a social ideal this triple-tracked school system and separate set of schools for each class is the only possible workable system. It is for Germans in Germany with present ideals the only rational system.

Second only to the German's belief in the class system is his present sincere infatuation for the military ideal. It is not merely that he loves to be a soldier and is prouder of his army than a small boy of his first long trousers, but this military ideal dominates the whole German life. Every branch of the government, the factories, the stores, the families even,—all are run on the military principle—absolute and unquestioned authority above, implicit and unquestioning obedience below. The German military ideal calls for a small number of highly trained and broadly educated commanders, strong personalities, able to direct and command, and

an immense horde of well-trained obedient troops, units without personality, patient and enduring, who know how to do exactly what they are told, to ask for no reasons, to think out nothing for themselves, to "stay put." The way in which this ideal is reflected in the school system is most interesting. In the lower schools, especially the *Volksschulen*, where the great body of the citizens is trained, the organization is despotic, the discipline most rigorous, and the method of instruction mechanical. On the other hand, in the university and in the institutes of technology, where the great commanders of society are trained, the organization is free and democratic almost to the point of anarchy, the discipline is a practically negligible quantity, and the method of instruction such as throws a student absolutely on his own resources and leaves him to work out his own salvation in his own way and at his own time.

When first visiting the German elementary schools, one is charmed with the perfect order, the decorous attitude of pupils towards teachers and elders, the wonderful funds of knowledge displayed by the pupils, the careful and pedagogically perfect explanations of all the difficulties given by the teachers—explanations not only of the present lesson when not understood, but of tomorrow's lesson, which the pupil has not yet attempted for himself. As compared with this German teaching the American teacher does practically no teaching at all. He merely lets the boy teach himself and then quizzes him to find out if he has done it. In fact, the subject matter of each study is usually so thoroughly organized, so perfectly explained, so happily expressed by the German teacher, all before the pupil has attempted the task for himself, that unless he be a genius he could hardly do better than memorize it just as the teacher gave it and repeat it thus in class the next day. So far as I observed, this they universally did. The teacher's talk and his questions to the class were so well organized that questions from pupils seemed an interruption, disturbed the smooth development of the subject, and were usually frowned down on. Slight originality in answers seemed to indicate a lack of proper respect for the authority of the teacher or the book, and got little encouragement. After my first enthusiasm over the smooth running of things and over the perfectly organized knowledge of teacher and pupil had cooled a little, the mailed fist began

to disclose itself. These boys were not studying here because they wanted to learn, but from fear, from force of habit, or because of the dread of being dropped out before the grade of *secunda* was reached, and thereby being forced to take the extra year of army service in class with the peasants, and in this way to be in German eyes eternally socially disgraced. These boys were getting quantities of book knowledge about two years ahead of that of an American boy of corresponding age, they were learning to do certain things efficiently in a certain way, but they were losing their capacity for helping themselves, losing their tendency to try to think out things for themselves, losing their initiative. In short, these elementary schools are, after all, merely the machine for grinding out the efficient, obedient, unquestioning units who are to do exactly what they are told, to ask no questions, to "stay put."

In the university, on the other hand, professors offer such courses as they see fit, begin when they get ready, and quit when they wish; the students elect about what lectures they please to, attend them or not as they choose, live where they please, and do just what they want to. Nothing is forced upon the student. Every opportunity is offered for self-direction and the cultivation of independence of thought and action, and every encouragement is given to critical study and original research. Here are being trained the independent leaders, the domineering commanders. Bismarck, I believe it was, once said of German university students, "one-third drink themselves to death, one-third study themselves to death, and the other third rule Europe."

Thus we see the outward organization of the German school system is the counterpart of her social organization, while the discipline and the method of teaching reflect primarily the dominant military spirit of her people. There are many other qualities of German character and social ideal both good and bad reflected in her school system, but these must suffice for our present purpose.

France has a similar double-tracked educational system. The outward form of the organization of the French educational system is even more centralized and despotic than that of Germany. It in nowise comports with present democratic tendencies in France. It is most irritating to the educators themselves, and its presence can be explained only on historic grounds. It is in part an inheritance from the days and spirit of Napoleon, and is be-

ing gradually changed. If the outward organization is an inheritance from the imperialistic days, and is being gradually broken, the inner spirit is far from it. On my first entrance into a French school after six months in the severe rigid atmosphere of the German public school, I felt as if I were in a mob. Some pupils looked out of the windows, some drew pictures, some walked, some talked to each other, some read their books, some listened to the teacher, and some talked to him or to me. As compared with the German elementary school, it seemed more like an American Sunday School picnic crowd waiting for the train than like a school. These were very small pupils. Certainly there was no military spirit in this school. No, France is sick and tired of military. Her people, struggling manfully against the frightful weight of her social heredity, have set up as their motto, "Liberty, Equality, Fraternity"; and in the schools they are trying to train up boys and girls into free men and women. Their ideal is not a race of efficient yet obedient units governed from above, but a nation of free individuals, each governed from within; hence the school must give children practice in self-government, for school is a preparation for life. I confess that the results in these early elementary grades were disconcerting; and I followed the classes on up the grades with intense interest and many misgivings. Practically no punishment was allowed. And French nature is just about the most buoyant and effervescent on earth. However, by the time the middle grades were reached, order began to appear, and during those years which correspond to our high school, the pupils were without question the most polite, the most universally well behaved, and the most attentive and industrious I have ever seen in any country. This really remarkable discipline was apparently not due to rules, and the pupils gave no evidence of uncomfortable constraint. Here was a seeming miracle performed, a whole school full of youths brought in a few years from apparent anarchy to the point of governing themselves, and all without severe discipline and almost without punishment. They were always treated with kindness and sympathy, their individuality had been respected, the teachers had tried to make the work appeal to their natural instincts and arouse their loving interest. Had I not seen this transformation time and again with my own eyes, I could hardly have believed it possible.

The next characteristic which struck me in these French schools is one hard to understand unless one has had some intimate experience with a Latin race. It first appeared to me in a common school in Paris when the principal broke up several classes to have a large number of pupils come down into the auditorium and perform for us a play which they had written for themselves. These children, from ten to fourteen years of age, had not only written with a little help from the teacher the rather heroic and classic type of short play, but had planned the stage-setting and concocted the helmets and breastplates, etc. They acted it out after their own ideas with an intensity and earnestness that were remarkable. The principal of the school was most responsive and pleased, and remarked to me something like this: "Ah, that takes a lot of time, but is of more worth than the learning of whole pages of some literature book. What we want is to make these boys sensitive to the things around them, to the beauties of literature, the beauties of plot, of expression, of thought; and this attempt to do something themselves and this appreciation of the beauties of their own work will make them more sympathetic and more sensitive to the beauties of the great masters."

The Frenchman in his heart seems to yearn, not so much for mountains of laboriously heaped up knowledge, not even for such excessive efficiency in action, but for sensitiveness and responsiveness—responsiveness to all the beauty of human relations, of literature, of art, of science, of nature. What the German rationally calculates out, what the Anglo-Saxon by common sense and constant blundering happens on finally, the Frenchman catches by some brilliant intuition through his open and sensitive nature. This is his joy, his ideal. It is this sensitiveness which educational leaders seem to be trying to develop. What though the production of this school-boy play took the time in which a hundred pages of the history of French literature might be learned; it was more than compensated for in the eyes of this principal, if in the composition or in the interpretation of one noble passage, the boy got a real feeling of the beauty of some noble sentiment or of some perfect literary form. Perhaps here would be inspired some youthful Racine, some Hugo. How common this spirit is in the French schools I do not know, but certainly it is there to some extent, and to a greater extent than in any other country that has

come under my observation. Leaving France with these few rough strokes, let us take a brief look at England.

The English people, holding as ideal an aristocratic form of government, maintain naturally also an aristocratic form of school organization. The poorer classes are given their limited education in free elementary schools, designed to meet what are supposed to be their limited needs; that is, such education as will make them efficient clerks, carpenters, cooks, and servants for the upper classes, and will not inspire them with too many disturbing ambitions for higher spheres of activity. The aristocracy, both of blood and wealth, have their own separate system of great so-called "public schools" and universities, such as Eton, Harrow, Rugby, Oxford, and Cambridge. This is not the whole truth. The English aristocracy is not a closed one. The door to the nobility is always open to genius, and, likewise, in their school system numerous scholarships have been established through which the brightest of the poor boys from the free schools are given admission into the aristocratic public schools and universities to obtain training for leadership. The ideal system of society to the English mind is a class system in which the upper classes know and exercise their superiority, and the lower classes recognize and accept their inferiority. This national ideal is so strong that one finds not merely the double-tracked educational system of Germany and France, but even among the aristocratic schools this division of society into the obedient and the obeyed finds its expression in the system of upper-class student discipline and of "fagging," which, boys and professors both claim, teach the younger ones "to know their places," and the older ones to command. For example, at Rugby upper-class boys are lodged on the upper stories of the quadrangle and the lower-class boys on the first floor. Any upper-class man may at will stick his head out of the window and yell "Fag!" whereupon every lower-grade boy in the building must rush out into the quadrangle to see what is wanted. The last one to get out must run up and do the chore for the upper-class boy. He may be ordered to go and get wood and build a fire, to run down town and buy tobacco, to go to another building and borrow a tennis racket, or to do some other such menial errand. If the little boy should refuse, which he almost never does, he might be caned by the upper-class boy without any interference even from

the teachers. They themselves fagged and were caned when lower-form boys, and believe that it is "good for a young one to learn his place," as they say. In each of the several houses in which the pupils are lodged in these large public schools the discipline is usually maintained immediately by an upper-class man, who is denominated house captain. He enforces his authority even to the point of caning a lower-form boy. At aristocratic Eton, for example, the house captain takes his cane with him to boat races and other public gatherings in order publicly to punish and to hold down any possible desire on the part of the lower-form boys to indulge in practices which are proper in his eyes only to older-form students. This responsible position of house captain is acquired, you would think, because of scholarship or character or leadership. Oh no, this is in England, and primogeniture is the sole qualification. Just as the son who is first born is given the title, power, and wealth, no matter how stupid he may be, so the boy who entered eight years ago on the first of October is given the position over the boy who entered on the second of October, regardless of other qualifications.

Another thing which strikes the American in England is the extreme uniformity in the ideal of an English gentleman. To this one distinct type of hardy, energetic, aggressive, persistent, indomitable, cultured gentleman they all wish all of their sons to conform. And so we find that practically all their great public schools are conducted on one plan. They have till recently had only one course of study, one round of games, and one set of social activities. To further assure this uniformity of type, the children are taken early from the influence of necessarily varied home life and sent to live in the public schools under a common discipline, common curriculum, and common social life from about nine years of age till manhood. This breaks into the home life and produces a uniformity of type that to our mind is most monotonous.

Another striking English trait which dominates social life and reflects itself in the school system is conservatism. Your typical Englishman is conservative beyond all compare. Tallow candles are still found in a goodly per cent of English homes. Even last year the faculty at Eton were still angry that invisible radiators had been introduced into the long, cold, stone dining hall to help out the two open fireplaces in the sight of which the boys with blue

lips and quivering spines had eaten for centuries. This distrust of all that is new, this clinging to the old, this hatred of all change, which is such a marked characteristic of the great body of Englishmen, finds its expression throughout the whole school system. Oxford has been the last great national university of the western world to yield any place at all in her curriculum to modern science, modern languages, and modern literature. Greek and Latin literature have been taught at Oxford for five hundred years, but the professorship of English literature there is only about fifty years old. Even yet the course of study and the methods of instruction in Oxford are quite similar to those of the seventeenth century. The favorite course of study of one of the most modern of the great public schools devotes during the six upper grades seventy-six hours to Greek and Latin, but only six hours to English and ten and a half hours to history. It is the Englishman's intense conservatism and his love for a common, uniform type which have for so long forced upon the colleges and universities their mediæval curriculum and their single, set course of study. Seeing this, one might be puzzled to understand how the Englishman's love of freedom and self-assertion finds expression in the schools. This is done primarily through the enormous rôle left to athletics, to sports and games, and to social life among the students. The English university student, as you know, does most of his studying during vacation, and devotes his best energy during term time to learning the ways of an English gentleman.

Coming now from these scattered glimpses of foreign social ideals and educational practices, what can we bring home to America? The greatest and best lesson one learns is that he can bring home not one single practice or institution in its entirety. One learns that any single foreign institution is but a member of a vast, closely related, and mutually dependent set of institutions, the reasons for the establishment of which can be understood only through a knowledge of the history and the ideals of this people. The success of an institution is, to be sure, dependent in part on its internal character, but also in large measure upon its fitting into the established social system and meeting the ideals of the people. Simple as this seems, many of our distinguished educational leaders have not yet grasped it, and consequently we are constantly trying to graft on to our American educational system

German and English institutions. The latest illustration of this is found in the movement for introducing a set of separate high schools for the study of agriculture. Wisconsin and Minnesota started this by copying the successful German agricultural high school. The United States Department of Agriculture, through the Davis bill, is now trying to establish with national funds a large number of such schools in the several states, and some leaders of public opinion in Texas are also recommending that Texas set up in each congressional district one special high school solely to teach agriculture and to educate farmers. Germany, with her inherited rigid class distinctions and with her limited suffrage, naturally educates her farmers in her agricultural schools, her artisans and trades folk in her *Volksschulen* and trade schools, and her professional classes in the *Gymnasien*, while young princes are taught by private tutors. No better plan could be devised to keep the various classes in the community ignorant of one another, to narrow each one's life down to the limited interests of his own set, and to preserve thus the hereditary class distinctions so dear to the average German. But why adopt this plan in America? At present we have no rigid class distinctions. If we have become persuaded that this is a mistake and wish to establish them, then by all means establish these separate systems of schools for the different classes of occupations and bring each class up ignorant of and out of touch and sympathy with the others. But if we are to preserve our universal suffrage, by which every one has equal vote in determining measures relating to any and all classes, is it not absolutely essential that each class have an intelligent appreciation of the services and needs of all the other classes? It has been the pride of our American schools that the children of Frenchmen, Germans, Americans, of carpenters, cooks, merchants, doctors, poets, politicians, all were turned into our common school together and came out prepared for their different occupations, but with common American ideals, with a common democratic spirit of tolerance and appreciation. In order to be efficient we are obliged to narrow the class work and restrict the studies of a boy preparing to be a farmer largely to subjects which bear upon this work. This is narrowing enough without putting him off in a school in which all the pupils and all the teachers are studying exactly the same subject. By this, not only would the farmer lad lose the

stimulation and broadening knowledge of life and society which he would gain by being taught in the same school with the children of other classes of society and with varied interests, but the children from these other classes would lose on their part the stimulus offered by the presence of the farmer boys. Each would be narrowed and weakened and society would tend to fall apart from sheer lack of any common interests, common knowledge, or mutual appreciation. The establishment of separate classes ignorant of, and hostile to, each other would be an accomplished fact. That there is grave danger in this movement towards separating the different classes of society into different schools no man who will stop to think can deny. There has long been in certain sections of our country a similar undemocratic movement towards setting off all manual and domestic education in separate schools, but Texas has been wise enough to introduce this work into her regular schools. She has thereby established within three years twenty-two high-school departments in which manual training and domestic economy are taught at about one-tenth of what would have been the expense of an equal number of separate schools for this work. And under our democratic school system the children pursuing these industrial courses are kept during their school years under the broadening influence of a school of general culture and are receiving from their teachers and companions training for intelligent citizenship and decent living as well as for industrial efficiency. While extreme specialization may be necessary for the highest efficiency in advanced institutions patronized by mature students, let us in democratic America, which places individual worth above industrial or military efficiency, brook no narrowing specialization of our educational institutions during those years of childhood and youth when our schools should be striving first of all to make men and women, free, self-respecting, self-governing citizens. Let all of our children grow up together in a common school and the varieties of needs and capacities be met by a rational system of election of studies even in the preparatory schools.

This study of foreign schools and social ideals teaches us, in the second place, that not only is every institution merely a part of a great social whole and cannot be transplanted, but that even a great principle of education, of government, or of religion cannot be transplanted bodily from one people to another, for it must

inevitably be reinterpreted by each nation in accordance with its racial characteristics. For example, all the great nations of western Europe subscribe to the same religious principles, but their interpretations and their practices in school and in church are as varied as are their several racial ideals. Rome voted out heathen idolatry and adopted Christianity fifteen centuries ago. The temples of Venus and Apollo and Castor and Pollux have crumbled, and were buried for centuries under forty feet of dust and city garbage, but the Romans still fill their churches with images of their dead saints before which figures myriads of candles daily burn and thousands of the devout fervently pray for intercession. They no longer are inspired by seeing Castor and Pollux mounted on white chargers leading the fight against Rome's enemies, but when plague comes, when Vesuvius spreads destruction, when the last reserve sweeps into the fight to stay the crumbling battle line, the priest holds aloft the invincible monstrance, or some reliquary containing the heart of a St. Francis or other such sacred physical relic. You may lay down your spiritual Christian principles, but these artistic poetical Italians, with their vivid, child-like imagination and craving for pictorial representation, demand with it some physical form. The American Catholic may be satisfied to conceive of St. Peter as the spiritual ruler of a spiritual church, but your Italian Catholic will have a bronze image of St. Peter, dress this in a pope's mitre, and in all the silks and rubies and diamonds of pontifical splendor, and must solemnly bow and lovingly kiss the toe, and pray before this physical representation of their spiritual father. The images of Castor and Pollux and Jupiter have been cast out, but in their stead have arisen those of St. Michael, St. Mark, St. Peter, and the hundreds of saints whose images fill the churches and before which the pious fervently pray for aid in their undertakings and troubles. The recognition of this fact of fundamental racial differences and consequently varying social and religious conceptions is most painful to one who has been accustomed to think that the solution of all educational and social problems will be found when we think out the one true and best ideal of education and the one best system for carrying out this ideal. Such facts force us to see that there is no one best social system nor one best school system for all nations and all peoples. This seems again a very simple proposition, but

it is one that the leaders of our nation have never learned. They have practically exterminated the Indian, made a fool of the negro, and an enemy of the Porto Rican and Philippine Islander by well meant but unscientific attempts to force on them suddenly the best education and the best social system from our Anglo-Saxon point of view.

This study of foreign ideals and educational systems shows us, then, that whatever we may hold as the ultimate aim of education, the educational organization, the method and immediate aim must grow out of the social ideals and social needs of a people. The work of the educator is not merely to sit in his study and determine *a priori* what is best for mankind in general, but he must live among his people, be of his people, and learn of their ideals and needs. These ideals of the noblest of his race the educator must recognize, and through his school organization, his methods, and his course of study he must carry them out through the young into the lives of the great masses. This, too, may seem a very simple task, but in reality it is very far from it. To catch the true and not the false ideal of your people is to be able to lead your race from the bad that is in it to the good that it really in its heart loves. When the educator mistakes for a permanent love of his race some craze or temporary passion of the people, born of some untoward circumstance, then the school becomes an engine of destruction the mightiest known to man. The progress of the human race was set back centuries when the leaders of education in the early Christian era interpreted as a permanent need of the race and carried into the schools as universal practice the then present asceticism and other-worldliness which apparently arose out of the unfortunate grafting of Neoplatonic philosophy upon the religious views of the inhumanly persecuted Christian sect. Likewise, in our own day, we have yet to see whether Germany is not to fall a prey at last to the intense militarism and rabid patriotism which were carried into her schools to meet the immediate necessities arising out of her defeat by Napoleon, and are kept there to make possible the aggressive world policies of a brilliant and ambitious Kaiser.

In America, out of the physical dangers of pioneer life and the pressing need of conquering the wilderness and subduing nature to man's uses came an abnormal interest in the pursuit of the

mechanical and physical. Our educational leaders have for some time been responding to this temporary need as if it were the one permanent and preëminent demand of our nature. Through ill-judged means chosen to this end, our schools, often unconsciously, yet none the less effectively, have for a generation been carrying to the masses as the primary aim of life the mastery of physical forces and the accumulation of material resources without instilling any rational views concerning the proper distribution or the worthy use of this wealth. It is no wonder that having sown the wind we are now reaping the whirlwind of brutality and corruption in pursuit of wealth which daily shock all thoughtful people. It is true that the school is not by any means the only factor responsible for this result. It is also true that all this time the schools have been furnishing morning talks and reading books filled with praise of the spiritual beauties of life and of noble ideals of self-sacrifice. But what does this amount to when the whole bent of the school work is toward the acquirement of that knowledge and skill useful in heaping up material wealth or in acquiring personal power?

There are many other grave questions suggested by this cursory glance at foreign social life and foreign school systems, but time does not suffice to mention them. Let us close by considering a few elements of our own social ideals in their bearing upon our educational system. What is the American social ideal? This is hard to answer fully, for our ideal is very complex, and is not yet wholly crystallized. A few elements of a national ideal seem, however, plain. First of all, our social ideal is democratic. The real American does want every man to have a fair chance to show what is in him, and not to be prejudged because of humble birth. In order to realize this ideal three things are demanded of our schools: first, that they be free from top to bottom, for pay schools at any stage would exclude the poor; second, that these schools be common schools, that the different classes of society be not educated in separate schools, for to herd all children of the poor in one set of schools where they never see or mingle with the cultured and refined is not to give either the poor or the rich a fair chance to develop; third, that the curriculum of our public common schools be enlarged till it offers training for every kind of worthy human talent, and preparation for every honest occupation. To give the boy with literary talent unlimited courses of study and turn the

boy with musical or manual talent away empty-handed, to give the doctor a four-year course, and turn the artist or farmer out to graze, is not a "square deal." The American system has accomplished much, but much yet remains to be done, to bring our schools in this regard fully into line with our national democratic ideal.

Secondly, our American ideal demands that each man shall have his own individuality, and develop in his own way,—not that all shall conform to one type, however excellent that may be. This demands of our schools and colleges the elective system, for few people have the strength to plough through a tough uniform required course and then develop their special personal talents afterward. This ideal demands not only that there be election of studies, and not one universal common curriculum, but that the opportunity for making this election be kept open as long as possible. For this reason again, separate parallel sets of schools leading to different classes of occupations, such as we find in Germany, have no place here, for with such radically different curricula in the early grades of these two sets of schools, it is well-nigh impossible for a boy to change from one to the other after he is once started.

In the third place, our American ideal demands that a man be first of all a *man*, a full human being, a full citizen, with all the rights and responsibilities of a full man and citizen. For this reason our public-school system can never encourage specialized elementary schools, a military spirit in the schools, celibacy among the teachers, or any form of extreme specialization which breaks the God-given balance of powers in man and, for the sake of securing some one-sided end, puts a man out of touch with the loves and hates, desires and needs of his fellow man, thus leaving him too ignorant of life in general to vote intelligently on common questions of life. The capacity for touching the common life of the race undoubtedly lies at the root of the solidarity and strength of the Anglo-Saxon race. In spite of class distinction in England, this has been kept alive by their sports and games and by the common trials of war. In America it is developed in our common schools into which children of all classes go and in which they live together on perfect equality in their classes, in their sports, and in such social life as the schools are now affording. As

the growth of cities and the specialization of industries increase, and keep people from touching one another in their common labors, this common social life of the school must be increased apace and extended till the schools become the social as well as the intellectual center of the community. Here our educational leaders have yet before them a task which they have hardly begun to realize.

In like manner we can say that our American ideal is not that of a society composed of a few brilliant commanders and a great mass of obedient units. Our ideal is a society composed of free citizens, each independent in thought and action, possessing initiative and resource in novel situations, governed by laws imposed from within—or at least approved from within. If our citizens are to think for themselves, are to have initiative and self-control, then in our schools the children must begin to think for themselves, to learn to direct their own efforts and to govern themselves. The military discipline and the perfect mechanism of the German *Volksschule* have no place in America, nor has the fagging system of England. Our schools must allow our boys and girls to share the responsibility in choosing their own courses, must encourage them to work out their own methods of solving their difficulties in their studies, in their sports, and in their social life. Freedom in forming and expressing their own opinions on the part of the pupils, freedom in working by a method different from that of the teacher and the book, courage and confidence in tackling difficulties alone, these are what our real American teachers must aim at from the lowest grade clear through the university. This is already appreciated by many of our teachers to a degree that makes foreigners shudder in dismay, but in my opinion much remains to be done. In the matter of discipline, for example, our universities have in the main at last come to a rational honor-system of self-discipline, but our public schools are only beginning to get out of the old monarchical state and have yet much to learn, especially in regard to high-school discipline.

These few considerations will show how vastly different are our educational problems from those of the European states, and how very dangerous it would be for an educator to go superficially gleaning from foreign school systems. Our American educational system, like our American social system, has made many strides

upward. Both still have many weak points, and have yet much to be added, but these additions must come by healthy growth from within and not by grafting on our vigorous young tree the alien shoots from the stem of European civilization.

The American educational system has its own unique problems, and must be developed in accord with our social ideals and the genius of our people. With a new composite race, with new social ideals and institutions, in a new land, we have the most magnificent opportunity ever offered the human race to create new educational ideals and develop a new educational system in the clear light of scientific truth and human reason, untrammelled by inherited institutions and theological or economic prejudices. This work will demand men and women with the fullest knowledge of history, of biology, of physiology, of sociology, of psychology, with the habit of observation of the scientist, the broadened sympathies of the literary scholar, the reflective power of the philosopher, and the faith of the prophet. I can think of no task involving more delicate sensitiveness of nature and broader views of life. It offers a call to the pioneering spirit of the soul, to the strong of mind, the stout of heart, the indomitable of will. In this great work that is before our nation and before the human race, it is my sincere hope that this new department of education here may lead, and from our seminary, our laboratories, our experiment school, and from our alumni may go out a constantly increasing fund of discovered fact and carefully thought out principles which will furnish the basis for the development of an ever saner and broader educational system.

COMPETITION.*

BY LINDLEY M. KEASBEY, PH. D., R. P. D., PROFESSOR OF POLITICAL SCIENCE.

In current discussions there is so much confusion, I shall endeavor to establish some distinctions. In the first place, between competition and selection. As I see it, selection is an *organic* phenomenon, competition is a *super-organic* phenomenon. Organic evolution is the outcome of an interaction between *variability* and environment, super-organic development is the outcome of an interaction between *utility* and environment.** Interaction in both instances is accompanied by struggle resulting in survival; in the organic instance survival is effected through adaptation and *selection*, in the super-organic instance survival is effected through production and *competition*. Then, again, selection operates only from generation to generation, whereas competition is operative at all times; the former is effected through natural, the latter through cultural, laws. Hence to alter the effects of selection, you must proceed from biology, or anthropology, so far as human beings are concerned, and apply the principles of its subsidiary science, eugenics; to modify the effects of competition you must proceed from sociology—or civology, I should say—and apply the principles of its subsidiary science, economics. I wish I might enlarge on this subject; there is so much to say concerning selection. In the hope that Professor Cooley will continue this side of the discussion, I shall confine myself to the economic end of the argument and consider only competition. Here again confusion exists regarding the parties concerned.

We think of competition as if it were always among individuals, as if human beings only were competing with one another. Such is not the case, or entirely the case. As a matter of fact, competition occurs *within* and *among* the three factors of production, only

*Opening address delivered at the annual meeting of the American Sociological Association at Madison, Wisconsin, December 28, 1907.

**Cf. my "Civology," *Popular Science Monthly*, April, 1907.

one of which is individual. Under our laws of private property, land and capital *belong* to individuals, but that's a far cry from being individual; labor is actually the only individual factor of production. Hence when competition occurs *within* the labor factor it bears upon individual laborers, when competition occurs *between* labor and the other two factors it bears upon individual laborers; whereas, when competition occurs within the land or capital factor, or between these factors and labor, it bears only on the owners thereof. This distinction is significant and far-reaching withal;—again I should like to elaborate.

Furthermore, competition occurs only at the margin, at the margin *within* each productive factor, at the margin *among* the three productive factors. Above these margins are differential stages of lessening competition ending in absolute monopoly. If in any way one or more of these margins can be controlled, monopoly runs down the line again and competition diminishes accordingly. All this is abstract, but I trust comprehensible; now let us examine the situation in detail. We speak of the three factors of production,—land, labor and capital; I'm inclined to think of them as “powers,”—powers of production, or productive powers.

Land, in the first place, is the source of *physical* productive power, generative or mechanical, as the case may be. Being physical, land is an *extrinsic* power, derived by the individuals who exercise it from their physical surroundings. Under the existing individualistic regime this extrinsic productive power is exercised by private individuals—natural and juristic personalities—in their own interests; under the ideal socialist regime, this extrinsic productive power would be exercised by society in the public interest. Then, again, land is a *differential* productive power. Differential because embodied unequally in units of extension; no two lots, no two acres, for instance, possess precisely the same amount of productive power. Competition occurs only at the margin, you know; consequently, the owners of differential lands are above its pressure;—secure in their possession of a differential monopoly, recipients (by the grace of society) of an unearned increment, they are actually advantaged, for the lower competition forces the margin, the larger their differential returns. The single tax would restore this differential to society, and reduce differential owners

to marginal terms; but you'll observe these selfsame land owners exercise political power precisely in proportion to their possession of productive power. "Empire," Harrington said, "follows the balance of property." They can scarcely be expected to tax themselves. If only the people were all powerful as we assume—but that's a different tale, tending towards socialism, so I'll desist.

Labor, in the second place, connotes *Personal* productive power, which again is of two sorts: muscular and mental. Being personal, labor is an *intrinsic* power, emanating actually from the individuals who exercise it. Communists say individuals should dedicate their personal power to the public; perhaps so, some day (even now there are a few); socialists argue for individual ownership of personal power, to each laborer the full value of his product. But back to the point. Labor is intrinsic, and unlike land in this; but like land in that it constitutes a differential. As physical power is embodied unequally in acres, even so is personal power embodied unequally in individuals. No two laborers possess precisely the same amount of muscular and mental ability. Here again competition occurs at the margin, whose lower limit is determined by the standard of life. Aye, there's the rub! Owing to the increase of population, immigration, and the iron law of wages, competition keeps forcing down this marginal standard. Look away from old countries, turn your gaze from cities (it's enough to sicken you), prate about "the economy of high wages," deprecate the past, appreciate the present, have faith in the future; still the facts stare you in the face. Is it necessary for me to say, they're horrid facts? *Competition is lowering the marginal standard of life.* And as the standard goes down under competition, selection enters in, eliminating the unfit and allowing only the fittest to survive. There's humor in this phrase "fittest"—a ghastly sort of humor; for the fittest in this instance are those whose wants are atrophied, though their physique is enduring. In this respect, be it said, Mongolians and Negroes are fitter than Caucasians, many Europeans than Americans. Above this margin the pressure diminishes through differential stages to the point of all but absolute monopoly. However, owing again to the increase of population and immigration, these labor differentials are in no sense so secure as those of land. Unionism tends to establish them, to be sure, but not always effectively;

whether wisely is open to discussion, though in the existing circumstances there is no other way that I can see to accord to labor its differential dues; I only wish, in existing circumstances, unionism might monopolize the margin and so establish a decent standard of life.

The opposite of laborer is loafer, etymologically,—I mean, economically; “capitalist” is the accepted antithesis. In its abstract sense, capital constitutes a *fund* of *purchasing power*, and a *fluid* fund withal, embodied in coin and credit instruments. And inasmuch as every unit of coin or credit is precisely as powerful as another of the same denomination, money is a marginal power. So, in its abstract sense, capital constitutes a *marginal, fluid fund of purchasing power*. Applied in production, abstract capital becomes concrete by being embodied in capital goods for sale on the market. So, in its concrete sense, capital consists in a selection of goods conveying *selling power*. No two stocks of goods convey precisely the same amount of selling power, so capital in the concrete constitutes a *differential*. All this is familiar enough to economists. Not so the source. Should capital be considered as an intrinsic or an extrinsic power? Suppose we strike middle ground and say capital is derived from *Society*. Exchange (which is essentially a social institution) constitutes a catch-basin; from laborer’s savings—such as they are—countless tiny rivulets flow, from landed differentials abounding streams, intermittently from mines and conquests come cascades of gold and silver; still another source is speculation, and so on. All these accumulating in the catch-basin, fermentation occurs,—provided the level of confidence is undisturbed—credit expands, capital increases, capital goods pass out as selling power to flow back into the catch-basin again as a fluid fund of purchasing power. Fanciful? yes, and unscientific besides, but what other resort is there to explain, if I could, so complicated a subject in so short a time? Starting from the fallacy of saving, we say capital is stored-up labor, and assume forthwith that those who control it labored correspondingly to produce it. Rather is it the other way around: those who labored—and saved forsooth (they’re mostly under the sod or in the urn)—to produce capital have little or nothing to say concerning the control thereof. It’s all wrong and—I was going to add, socialism

is the only remedy. But I'm considering competition; how does competition operate within the capital factor?

Capital in the abstract is entirely marginal, consequently among the money owners competition is operative all along the line. A lowering of the rate of interest is the result. Every dollar earns less, to be sure, but inasmuch as there is no limit put upon the number of dollars a man may own, the hardship is not so severe; consider in comparison the marginal laborer's lot! Capital in the concrete is differential, advancing like land and labor from the margin to almost absolute monopoly. Some of these differentials are naturally secure, others are shored up artificially by franchises, patent rights, tariff privileges, and contributions of all kinds. Nay more, even the margin is now monopolized, and classic economists assert that profits tend to decline toward a minimum! So they would, so far as they are marginal, if free competition could prevail.

A fellow boarding-school student of mine used to commit to memory only the first two or three stanzas of his piece, because he felt sure he'd be called down (for snickering usually) before he got beyond this in his peroration. You've been kinder to me, though I'm only half through. I've a lot more to say concerning competition *among* the three factors of production, which for lack of time I shall have to leave unsaid, except these few words.

Among the powers of production also, competition occurs at the margin. The marginal power is always the most abundant, those that are comparatively deficient occupying differential positions. In new countries where labor and capital are scarce and land is abundant, competition cuts down the landlord's returns to insignificant differentials. Such was the case in America some years ago; such is still the case in Texas to a considerable extent. In an old country where land is all appropriated and capital is controlled, laborers go on increasing in numbers through the natural laws of population and the conventional laws of immigration. Such is the state we are rapidly arriving at in America,—with the result that nowadays competition bears heaviest upon the one intrinsic, individual, human productive power. So, being subjected to the pressure of competition both *within* their group. (except so far as through unionism they can establish their differentials) and

between their group and the others, laborers, as the phrase goes, "get it coming and going." What wonder then that they organize? What wonder that they are ready to revolt? It is not against masters, as slaves and serfs before, but against the system, the capitalistic system that allows land which is national to belong to the few fortunate, and capital which is social to accumulate in private lands.

That such a system is unjust is too obvious to argue; that it is uneconomic also is evident enough. That which is unjust may continue to persist; that which is uneconomic is sure to desist. So convinced am I of this, I'm inclined to prophesy: In the course of national competition, the capitalistic system will succumb; in the course of international competition, the socialistic state will succeed. Accord to each individual laborer the full value of his product; let society absorb the rest. Then and then only will the united state (or States spelt large, if you choose) become a power in the world for wealth in the first instance, and for righteousness as well.

THE UNIVERSITY.

GENERAL NOTES.

The Term just past has been, if not a notable one, at least one marked by a steady growth and good work. People are apt to ask first about numbers. Here there was almost too much progress.

The Work of the Term.

The following table shows growth all along the line:

	1906-7	1907-8
College of Arts and Department of Education.....	782	886
Law Department.....	270	273
Engineering Department	282	297
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Total in Austin.....	1334	1456
Medical Department.....	260	273
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Total in Fall Term.....	1594	1729
Summer School	580	625
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Grand total	2174	2354

Provision had been made for part of the increase, but it was found that in English and Spanish another instructor was needed, and in several other schools the numbers were carried only at the cost of heavy work on the part of the teaching force.

In general, the work of the classes compared well with that of past years, in which, no doubt, the unusual good health of the University formed no small factor. The preparation of the new students was not worse than in past years—in some subjects it seems to have been a shade better. It is clear, however, that the action taken last year raising admission requirements, to go into effect with the fall of 1908, was wise. The University's power is being sapped by doing a low grade of work that can and ought to be done in the high schools.

The courses given were, for the most part, in accordance with the Catalogue announcement. For the second time, a special course pamphlet was issued at the opening of the term, listing the courses actually offered, with the hours and rooms, in a form to be understood even by Freshmen. Its great convenience made us wonder how we ever got along without it. As the Term wore on, some changes were made even from the announcements of the course pamphlet, but they were not numerous.

From its place at the head of the list of Schools, Botany has been ousted by the revived School of Applied Mathematics, that last year was divorced from Pure Mathematics. The affinity of the new School to the Engineering Department is seen in the fact that all its courses but one are

given in the Engineering Building. Professor Benedict, Mr. Rice, and Student Assistant Woods comprise its staff.

In Botany the resignation of Professor Bray towards the end of the summer made a gap, which it was impossible to fill at that late day. The courses in Botany were, in consequence, reduced to three, numbers 1, 4, and 5, all given by Mr. York, with the help of two student assistants, Miss Nannie Lea Caldwell and Miss Shirliereed Streeter.

In Chemistry Professor Harper was absent till the middle of November, owing to the illness of Mrs. Harper, but his work was looked after by the other members of the School, and no change of courses was required. Adjunct Professor Bailey was promoted to the rank of Associate Professor in June.

In English the creation of new sections raised the number in Course 1 to twenty-two; in Course 2 to nine. A more consistent effort to provide for elementary English composition is not to be found in this country. There are four new instructors: S. R. Ashby, W. T. Hale, G. C. Embry, Stark Young, and two new student assistants: W. O. Kinsolving and Miss M. E. De Vol. The staff of the School now numbers twelve; the students upward of 1200. More gratifying than this huge total is the fact that the advanced courses, as well as the more elementary, are crowded beyond precedent.

Of the teachers of French Dr. W. E. Gould has retired to engage in work in New York. His place is taken by F. C. Ostrander, late of Western Reserve University.

In Geology the work of Tutor N. P. Pope is taken by Pierce Larkin; that of Student Assistant W. E. Thomas by Leon Russ. Mr. Pope and Mr. Thomas have both gone into mining work,—Mr. Pope in Arizona, Mr. Thomas in Monterey, Mexico.

The growth of the German School has necessitated the employment of another teacher—Miss Ilse Frischmeyer. Instructor Metzenthin has been advanced to be Adjunct Professor. By a rearrangement of the sections in Courses A and I, it has been found possible to put the more advanced students in sections to themselves, thus securing better graded work.

In Greek and Latin the fellowship held for two years by Miss E. B. Wright has been replaced by two student assistantships, held by T. J. Williams for Greek and Miss Adele Horton for Latin. In Greek the Beginners' Class, in Latin the Freshman Class both show a falling off in numbers. The Freshman Greek Class, however, is much larger than last year, and Junior Latin is larger than it has ever been.

In the School of History the place of Dr. Bolton, absent on leave, engaged in research work in the government archives in the City of Mexico, is taken by J. E. Winston, of the Harvard Graduate School. Mr. Barker is still away, this year at Harvard.

Of the five members of the staff of the School of Pure Mathematics last year only Professor Porter and Miss Decherd are left. Miss Lewis is absent on leave at Johns Hopkins, Mr. Calhoun at Harvard. Miss Lewis's place

is held by Dr. E. L. Dodd, Mr. Calhoun's by W. C. Vernon. Dr. Dohmen has resigned to continue his investigations at Harvard.

Dr. Wright, of the School of Philosophy, resigned so late in the summer that it was not found practicable to fill his place permanently. Certain of his courses were discontinued, the rest provided for by the temporary appointment of John H. Keen, late Tutor in Public Speaking.

In Physics J. M. Kuehne has returned to resume the work taken by P. H. Wynne during his year's leave of absence at the University of Chicago. A rearrangement of the Engineering curriculum has resulted in considerably diminishing the number of Engineering students in Physics I. The College students, however, are more numerous.

Like Botany and Philosophy, Political Science is this year short-handed. The newly elected professor, Dr. Johnson, of Nebraska, was unable to come to Texas till next year, and Instructor E. T. Miller is absent on leave at Harvard. Part of Mr. Miller's work, however, is given by C. S. Potts, late of the A. and M. Faculty, but now studying law here. R. J. Turrentine is Fellow.

The work in Public Speaking is changed only by the appointment of J. J. D. Cobb in place of J. H. Keen, transferred to the School of Philosophy.

The work in Spanish sorely misses Miss Casis, who is taking her Sabbatical in Spain and France. Adjunct Professor Villavaso is for this year in charge of the School of Romance Languages. Professor Villavaso's own work being primarily French, the Spanish is taught by Miss Hubbard (now Instructor), F. C. Ostrander (Instructor), W. F. Buckley (Tutor), Miss Nina Weisinger (Tutor), Miss Olatia Crane (Tutor).

In the School of Zoology no new appointment has been made.

In the Department of Law two significant additions have been made in Judge Lauch McLaurin and Ira P. Hildebrand, who rank, respectively, as Professor and Associate Professor. The University lost this session Adjunct Professor S. N. Peterson, who takes up the practice of law in Houston, and (with the end of the Fall Term) Judge C. H. Miller, who returns to the practice of law in Austin.

The Department of Engineering lost this year G. E. Endress, Instructor in Drawing, and G. W. Smith, Tutor in Electrical Engineering. Their places were filled by the addition of O. J. S. Ellingson, an alumnus of the University, and J. A. Correll, a graduate of the Massachusetts Institute of Technology.

September 25-28: Registration days.

September 28: College night and Y. M. C. A. reception in the Auditorium.

**A Calendar of
the Fall Term
at Austin.**

September 30: Classes begin; Engineering Department organizes.

October 3: Senior Class organizes.

October 5: Opening exercises of the men's literary societies.

- October 9: Rally in Auditorium in aid of Varsity Club.
 October 10: First meeting of Cactus Board.
 October 12: Texas plays A. & M. at Dallas, 0-0.
 October 14: Meeting of Board of Regents. Department elections for representatives in Students' Council. Department of Education organizes for the first time. Robert E. Speer speaks in Auditorium.
 October 15: Meeting of Students' Association to fill vacancies on *Magazine* and *Texan* Boards. First meeting of Academy of Science. Dr. J. E. Thompson, of Galveston, delivers inaugural address as President.
 October 19: Texas plays Louisiana, 12-5.
 October 23: Departments elect representatives in Athletic Council. Germania, a German literary society, organized.
 October 24: First meeting of Women's Athletic Association.
 October 25: Texas plays Haskell Indians, 45-10.
 October 30: Texas plays Arkansas at Fayetteville, Ark., 26-6.
 November 2: Texas plays Missouri at Columbia, Mo., 4-5. First meeting of the Woman's Council.
 November 7: Annual picnic of the Christian Associations. Tennis tournament begins.
 November 9: Texas plays Baylor, 27-11. Law smoker at Driskill.
 November 14: Football rally in Auditorium.
 November 15: Texas plays Oklahoma, 29-10. Gymnasium team takes part in contest at Galveston.
 November 22: Second meeting of Academy of Science. Freshman reception at Woman's Building.
 November 23: Opening of Varsity Club.
 November 27: Football rally in Auditorium.
 November 28: Thanksgiving Day, a holiday. Texas plays A. & M., 11:6. Biennial convention of Theta Province of Phi Delta Theta meets.
 December 4: Engineers' reception in Engineering Building.
 December 16: Fall term examinations begin.
 December 22: Christmas recess begins.

New Instructors.

Lauch McLaurin was born in Simpson county, Mississippi, in 1854, upon the plantation of his father, Dr. Hugh C. McLaurin, physician and planter.

His father was a son of Daniel McLaurin, a Scotch
Lauch McLaurin: immigrant to North Carolina; his mother was Harriet
Law.

Emily Love, a daughter of Judge Robert E. Love, of Mississippi. In 1859 Dr. McLaurin retired from the practice of medicine and removed to Hinds county, Mississippi, where he engaged in planting until his property was ruined during the war between the States; he then resumed his practice in the town of Brandon, Mississippi. Lauch McLaurin's early education was received in the local schools in Hinds and Rankin counties, Mississippi. He took his academic course in the

University of Mississippi, from which school he was graduated with the degree of B. A. in 1874.

Immediately after leaving school, declining the offer of his father to send him to a law school, he began studying law in the office of General Robert Lowry, afterwards Governor of Mississippi, in the town of Brandon; and when his age permitted he stood the examination and was admitted to the bar. Soon after this he located at Port Gibson, Mississippi, where he practiced law as partner with Judge Stephen Thrasher and Hon. John McC. Martin, until in 1883, when he became chancellor of the Tenth Judicial District of the State of Mississippi. He was presiding judge in that district for one term of four years, and was returned to the same office for another term, but before the expiration of this term he resigned the office, and moved to Dallas, Texas, to practice his profession.

Soon after locating in Dallas, Professor McLaurin became junior member of the firm of Bookhout & McLaurin. A few years later this firm was dissolved, Mr. Bookhout becoming a member of the Court of Civil Appeals for the Fifth Judicial District of Texas. In 1894 the firm of McLaurin & Wozencraft was formed, General Wozencraft being then city attorney for the city of Dallas. This partnership continued until last June, when Mr. McLaurin was offered a professorship in the Law School of the University of Texas. The firm of McLaurin & Wozencraft did a general practice in their profession, and represented as general attorneys in several States some of the largest corporations in the Southwest, among them the Southwestern Telegraph and Telephone Company and the Postal Telegraph Cable Company of Texas.

Professor McLaurin was married in Mississippi to Miss Ida Stevens, a native of San Antonio, Texas, and a daughter of Dr. Joel K. Stevens, who as a Confederate officer was killed in the battle of Mansfield, La. Professor and Mrs. McLaurin have no children, having lost their only daughter several years ago.

Professor Alvin Saunders Johnson, recently appointed by the Regents Professor of Economics, was born in Dakota County, Nebraska, in the year 1874. After graduating from the University of

**Alvin Saunders
Johnson:
Economics.**

Nebraska Latin School, he entered the University of Nebraska, and received his A. B. degree from this institution in the year 1897. In the same year he was appointed Fellow in Greek, and in the following year, 1898, he received the degree of Master of Arts. During the years 1898 to 1901 Mr. Johnson pursued graduate studies in the School of Political Science, Columbia University in the City of New York, being appointed Scholar in Economics in 1899, and Fellow in Economics, 1900 to 1901. In the same year Mr. Johnson was called to the position of Reader in Economics in Bryn Mawr College, where he was associated with Dr. Keasbey. In 1902 he acquired the degree of Doctor of Philosophy from Columbia University, and was called to the position of Tutor in Economics in this institution, which position

he held till 1904, when he was raised to the rank of Instructor. In 1905 Dr. Johnson was made Adjunct Professor of Economics, remaining in Columbia till 1906, when he accepted a call to his *alma mater*, the University of Nebraska, as Professor of Political Economy. In the summer of 1907 Professor Johnson accepted the call to the University of Texas as Professor of Economics, to enter upon his duties in the autumn of 1908.

Professor Johnson's doctor's dissertation, on "Rent in Modern Economic Theory," was published in the publications of the American Economic Association. His book on "Introductory Economics" is now in press, and will appear shortly. Besides these works, Dr. Johnson has contributed a number of articles to economic journals. Among these may be mentioned: "The Effect of Labor Saving Devices Upon Wages," in the *Quarterly Journal of Economics*, 1904; "Influences Affecting the Development of Thrift," in the *Political Science Quarterly*, 1907; "Protection and the Accumulation of Capital," in the *Political Science Quarterly*, 1908. Professor Johnson has also written a number of unsigned articles on economic and political subjects for the *New International Encyclopedia* and for *Nelson's Encyclopedia*.

While on the Columbia Faculty, Professor Johnson was Assistant Managing Editor of the *Political Science Quarterly*, Associate Editor of the Columbia Series in History, Economics and Public Law, editor of the Department of Political Economy in the *New International Encyclopedia*, and editor of the Department of Political Science in the American Edition of *Nelson's Encyclopedia*.

Since their former association in Bryn Mawr, Dr. Johnson and Dr. Keasbey have kept in close personal and scientific touch. In the University of Texas they will divide the undergraduate work, and cooperate in developing the graduate school in Economics and Political Science. Dr. Johnson is admirably equipped for the work and will prove one of the strongest additions to the Faculty in recent years. A cordial welcome awaits him from his colleagues and from the student body. The University and the State are to be congratulated upon his appointment.

L. R. K.

Ira Polk Hildebrand was born December 19, 1876, in Fayette County, Texas. He attended the public schools at La Grange, Texas, graduating from the high school there in 1895. He then entered the Texas Christian University, and was graduated A. B. at the end of three years' work there. He immediately entered the University of Texas. Here, also, he spent three years, taking the LL. B. in 1899, and B. A. and LL. M. in 1900. During the session of 1899-1900 he was Librarian and Quizmaster in the Law Department.

In September, 1900, Mr. Hildebrand entered the Law School of Harvard University, and at the end of two years took the Harvard LL. B.

He then entered upon the practice of law in San Antonio with Col. C. C. Gibbs, the General Land Agent of the Southern Pacific Railroad, where for five years he was notably successful in general and railroad practice.

James Edward Winston was born July 24, 1874, at Louisa, Virginia. He was prepared for college at his home and at the Fishburne Military School, of Waynesboro, Va. In the fall of 1892 he entered the University of Virginia, and in 1895 he received his degree of B. A. there. The following two years he spent in teaching, first, in a private school in Orange County, Va., then in Romney, W. Va. In 1898 he returned to the University of Virginia, and at the end of one year received the M. A. degree. During the next two years he taught in the Fishburne School, and at the same time held the position of Assistant in English Literature in his *alma mater*. From 1900 to 1904 he taught in the A. and M. College at Lexington, Ky., first as Assistant in the Academy, then for one year as Professor of Modern Languages, and for two years as Instructor in History and Economics.

From 1904 to 1907 Mr. Winston pursued graduate courses at Harvard, specializing in History and Political Science, particularly in Mediæval History. He completed the requirements for the M. A. degree in 1905. His doctor's thesis is to deal with the political influence of the English mediæval boroughs.

Stanley Royal Ashby was born in Three Rivers, Michigan, on the 19th of April, 1880. The following year his parents moved to Lincoln, Nebraska, where they lived till the year 1890, when they came to Texas. They retained, however, their home in Nebraska until 1898, when Mr. Ashby was graduated from the Lincoln High School.

He entered the University of Texas in the class of 1903, but, having interrupted his course there by teaching for one year in the Alvin High School, he did not receive his B. A. till 1904. He won a number of distinctions during his college career, among which might be mentioned the Colonial Dames' prize of \$50 for the best essay on a subject connected with American Colonial History, the editorship of the *Literary Magazine*, and the Phi Beta Kappa key. He was a member of the Phi Gamma Delta Fraternity.

Before his graduation in 1904, Mr. Ashby was elected the first Rhodes scholar from the State of Texas; and, under the terms of his scholarship, entered Merten College, Oxford, in the autumn of that year. During his three years as a student at the English University he spent his vacations traveling in Europe, mainly in England, France, and Switzerland. In the summer of 1907 he was graduated at Oxford from the Honor School of English Language and Literature, winning a second B. A. He returned

to his own country the following September, to accept an instructorship in English at the University of Texas. S. Y.

Dr. Dodd was born in Cleveland, Ohio, in 1875. He secured his collegiate training at the Western Reserve University, from which he graduated with the degree of A. B. in 1897. He took his M. A. at the same institution in 1901. He then went into commercial work, serving for a time as cashier for Browning, King & Co. In the fall of 1901 he entered Yale. At Yale Dr. Dodd took his M. A. in 1902, and his doctor's degree in 1904. He was at once called as Instructor in Mathematics to the Iowa State University. After two successful years in Iowa Dr. Dodd was called to Instructorships at the University of Illinois and at the Armour Institute. After serving two years at Illinois, he comes to the University of Texas with a successful experience of five years in two strong Western State universities and a training in Modern Mathematics which is evidenced in his "Iterated Limits of Multiple Sequences," published in *Mathematische Annalen*. M. B. P.

George Clark Embry was born in Fayette County, Kentucky, March 28, 1878, but moved while still in infancy to Ellis County, Texas. In 1895 he entered Add Ran College, then at Thorp Springs; and the next year he went to Kentucky University, where he remained two years. In January, 1901, he came to the University of Texas, where he remained until his graduation in 1903. During his last year in the University he was Student Assistant in English, and throughout his University career he was one of the most liberal contributors to the *University Magazine*. Shortly after his graduation here Mr. Embry was called to the A. and M. College of Texas as Instructor in English, and he continued in that position until last spring.

Will Taliaferro Hale was born in Mobile, Alabama, June 24, 1880. After attending a private school for about two years, he entered the public School of Mobile, where he remained from 1889 to 1896. In the fall of 1896 he entered the University Military School of Mobile, and concluded there his preparation for college in the spring of 1896. From 1898 to 1902 Mr. Hale was a student in the Academic Department of Vanderbilt University. He took both the B. A. and M. A. degrees in 1902. The subject of his M. A. thesis was "Carlyle's Social Message." The years 1902-1904 he spent in the Biblical Department of Vanderbilt University. In the fall of 1904 he entered the Yale Divinity School, and received the B. D. degree at the end of the year, the subject of his thesis being "Browning's Doctrine of Struggle." During the next two years he held the Professorship of English

in Morrisville College, Morrisville, Missouri, from which position he was called to an Instructorship in English in the University of Texas.

Frederick Curry Ostrander was born at Kingston, New York, January 25, 1871. His early schooling was got in Middletown and Catskill, New York. In the fall of 1889 he entered Wesleyan College, Middletown, Connecticut, and four years later took the degree of B. A. The year following he spent at the same college in graduate work; and the next year he devoted to teaching in Summit, New Jersey. He then spent two years abroad, studying at Berlin, Leipzig, and Geneva. For the year and a half immediately following his return to America, he taught French and German in the Brooklyn Latin School, and then for two years was Tutor in Modern Languages at Wesleyan University. In 1902 Mr. Ostrander entered Columbia University as Fellow in Romance Languages; and during 1903-1904 he held the Columbia Fellowship for study in France, spending the year at the Sorbonne and the Ecole des Hautes Etudes. In 1904-1905 he was Assistant in Romance Languages in Columbia. In 1905 he was called to Western Reserve University as Instructor in Spanish and French, and he remained here until called to the University of Texas last summer. Mr. Ostrander was married in September, 1905, to Miss Melita N. Heward, of Montclair, New Jersey.

Stark Young was born in Como, Mississippi, October 11, 1881. After receiving his preparatory education in public and private schools, he entered the University of Mississippi in 1897. Four years later he graduated, obtaining a B. A. degree. While a student at the University of Mississippi, he was honored with several distinctions. He was editor-in-chief of the *Annual* and one of the editors of the *Magazine*. He also won the prize offered by the Early English Text Society of London for work in Early English. His fraternity was Sigma Chi.

In 1901 he entered Columbia University, where he obtained, a year later, the degree of M. A. The following year he spent in private tutoring and journalistic work in New York. In 1904 he was in Europe, sojourning, for the most part, in Italy and England.

On returning to his own country, Mr. Young accepted, in September, 1904, a position as Assistant in Composition and Rhetoric at the University of Mississippi.

Mr. Young published last January two volumes of poetic work,—one a book of verse, entitled "The Blind Man at the Window," and comprising poems largely lyrical and reflective, and the other a poetic play, "Guenevere," based on the Arthurian legend, but embodying portions of the legend not extensively used hitherto. This work has been favorably received in the

critical columns of North and South, and several of the poems are being included in some recent anthologies. S. R. A.

Olaf John Sverdrop Ellingson was born March 31, 1884, in McPherson County, Kansas. When but a year old he moved with his parents to the Argentine Republic, where he lived for five years. In 1890 he returned to the United States, going first to Galveston, and a year later to Austin, where he has since resided. He attended the public schools of Austin, graduating from the Manual Training Department of the High School in 1902. The following year he entered the University, where he remained for four years, taking the degree of C. E. in 1906. During the session of 1905-1906 he was Student Assistant in Drawing. The year following his graduation, Mr. Ellingson spent in the office of the Missouri Valley Bridge and Iron Co., at Leavenworth, Kansas.

Charles Shirley Potts was born in Weatherford, Texas, September 22, 1872. His youth, however, was spent on a farm in Parker County. Here he attended the district school irregularly until his eighteenth year, when he entered Weatherford College. From Weatherford he went, after one term's work, to Parker Institute, at Whitt, Texas, where he remained for two years and a half, receiving a B. A. degree at the end of this time. He then taught for several years, first at Strawn, Texas, and later in Granbury College, where he held the Chair of Mathematics. This position he resigned in 1898 to enter the University of Texas. Mr. Potts was a student in the University for four years, and received both the B. A. and the M. A. degrees. During his last year he was Student Assistant in Political Science, and he also won sundry other honors, among them one of the Trezevant-Cochran prizes in 1899, and after that for two successive years a place in the debating contest with Baylor. In 1900-1901, Mr. Potts was principal of the Austin High School in the absence of Professor Pearce. The summers of 1901, 1902, 1903, and 1904 he attended the University of Chicago, and in the summer of 1905 he studied in the library of Harvard. He was called to the Agricultural and Mechanical College of Texas in 1902, and became Associate Professor of History and Economics there a year later. He gave up his place last spring to return to the University of Texas to take up the study of law, but was persuaded to devote a part of his time to instruction in Political Science.

Mr. Potts has published the following Articles: "The Keeping of State Funds," in *The Annals of the American Academy of Political and Social Science*, November, 1902; "The Texas Penitentiary System and the Indeterminate Sentence," in the same journal, May, 1903; "The Texas Cattle Tick Fever," in the *Review of Reviews*, January, 1904; and "The Drift

Toward a World State," an address delivered before the University of Texas alumni, June, 1906, and published in the RECORD in October, 1906.

William Crook Vernon, the new Tutor in Pure Mathematics, was born August 26, 1878, at Selma, Alabama. He took his Bachelor of Science degree at the University of Texas in 1904. Mr. Vernon assumes his duties at the University after two years' successful experience as teacher of mathematics in the Austin High School.

**William Crook
Vernon: Pure
Mathematics**

M. B. P.

Miss Frischmeyer, appointed by the Regents last September as Tutor in German, was born in Austin, April 18, 1883. She was prepared for college in the Austin public schools, graduating from the Austin High School in 1900. The same year she entered the University of Texas, and three years later received the degree of B. Lit. Since graduation Miss Frischmeyer has taught for one year in the Beaumont public schools, for two years in the Houston Heights High School, and for one year in the Ballinger High School.

**Ilse
Frischmeyer:
German.**

Miss Nina Weisinger, one of the three new tutors in Spanish, is a native of Willis, Texas. She graduated from the Willis High School, and subsequently studied at the Peabody College for Teachers, of Nashville, and at the University of Texas. She has taught for several years in the Uvalde High School.

**Nina
Weisinger:
Spanish.**

At the opening of the University, owing to the crowded condition of the classes in Spanish, it was found necessary to add an assistant, and soon after the commencement of the work of the Fall Term, Miss Olatia Crane, of Dallas, was elected to this place with the rank of Tutor.

**Olatia Crane:
Spanish.**

Miss Crane was born in Cleburne, June 4, 1881. In January, 1895, she entered the Austin High School, graduating from there in 1898. The following year Miss Crane entered the University, and in 1902 she received the degree of B. Lit. The M. A. degree was conferred upon her in 1903. For her master's degree Miss Crane chose History as her major subject, and Spanish as her minor. Her thesis was entitled, "The Guiterres-Magee Expedition into Texas, 1812-1813." Since her graduation from the University, Miss Crane has been at her home in Dallas.

A. P. H.

James A. Correll, called to the University of Texas last fall as Tutor in Electrical Engineering, was born in Wayne County, Ohio, May 4, 1883.

James A. Correll:
Electrical Engi-
neering.

Soon after his birth his parents moved to Osage County, Kansas, where he attended the common schools until 1892. He then moved to Manhattan, Kansas, and attended the city schools there for seven years. In 1899 he went to the Kansas State Agricultural College, and in 1903 he was graduated with the degree B. S. in Mechanical Engineering. The next year he spent in electrical work in the same college. The next two years he devoted to practical work in electrical engineering. In the fall of 1905 he entered the Electrical Engineering Department of the Massachusetts Institute of Technology, from which he was graduated in 1907.

Pierce Larkin, who succeeds Mr. N. P. Pope as Tutor in Geology, was born June 9, 1877, in Jonesville, Penn. Two years later he went with his parents to Kalida, Ohio, where he got his early schooling. In 1901 he entered the University of Okla-

Pierce Larkin:
Geology.

homa, and there he remained for three years. At the same time he was connected with the State and United States Geological Survey. Upon leaving college, Mr. Larkin accepted a position in the Woods County (Okla.) High School, which he held until called to the University of Texas. He was married in 1905 to Miss Clara Koepke.

Below will be found the financial report of Mr. R. M. Hamby, the Auditor selected by the President of the University to examine the books of the Coöperative Society. His report covers the cash operations of the Society, and verifies the ex-

The University
Co-Operative
Society.

tensions and additions, but not the count, of the inventory.

This report requires but little explanation. It has been the custom to charge off annually such books as seemed definitely "dead" and not returnable to publishers, but last summer no books were so treated, and hence the profits indicated in the report are too large by, perhaps, several hundred dollars. Many books were in a condition bordering on deadness, but few being absolutely defunct, the charge-offs were very small. Next year, of course, the charge-offs will be correspondingly increased. No one can tell the value of a stock of books. A careful inventory of them is always seriously in excess. Doubtless 20 per cent of the stock of the Society will turn out to be "dead." The best that can be done is to charge off all books certainly "dead," to make a liberal allowance for the death of others, to pray for the continued life of as many as possible, and to dispose of the "dead" books to the best advantage.

AUSTIN, TEXAS, September 17, 1907.

Dr. H. Y. Benedict, President University Coöperative Society, Austin, Texas.

DEAR SIR: Having checked up the receipts and disbursements of the University Coöperative Society for the fiscal year ending August 5, 1907, I beg to make the following report on its operations:

Trading Account.

Inventory of stock, August 3, 1906....	\$ 5,536 61	
Purchases, 1906-7, net.....	\$24,809 56	
Transportation and telegrams.....	1,647 91	
	<hr/>	26,457 47
Sales, 1906-7.....		\$27,481 98
Inventory, August 5, 1907.....		9,492 58
Gross profits on goods sold, 22.1 per cent.....	4,980 48	
	<hr/>	<hr/>
	\$36,974 56	\$36,974 56

Profit and Loss Account.

Gross profits from trading account.....	\$4,980 48	
Interest on deposits.....	26 66	
	<hr/>	\$ 5,007 14
Salaries of officers and clerks.....	\$1,872 95	
Insurance	58 60	
Printing and stationery.....	67 00	
Advertising and subscription.....	27 00	
Taxes and licenses.....	175 76	
Incorporating expenses.....	55 00	
Miscellaneous expenses.....	24 09	
Depreciation on furniture and fixtures.....	303 70	
	<hr/>	
Operating and maintenance this year.....		2,584 10
		<hr/>
Net profits on this year's operations.....		\$2,423 04
Less rebates allowed customers.....		235 15
		<hr/>
Increase of net worth for this year.....		\$2,187 89

Assets.

Inventory of stock, August 5, 1907.....	\$ 9,492 58
Accounts receivable.....	935 15
Furniture and fixtures.....	200 00
Due from publishers.....	508 93
Cash with Treasurer.....	327 90

Liabilities.

Membership fees outstanding.....	\$ 34 00
H. Y. Benedict, for money loaned the Coöp.....	182 25
R. A. Richey, for money loaned the Coöp.....	248 70
Net worth, August 3, 1906.....	\$8,811 72
Add increase	2,187 89
Net worth, August 5, 1907.....	10,999 61
	<hr/>
	\$11,464 56 \$11,464 56

Comparative Statement.

	1906.	1907.	Increase.
Sales	\$25,897 21	\$27,481 98	\$1,584 77
Purchases	23,245 62	26,457 47	3,211 85
Gross profits.....	3,732 24	4,980 48	1,248 24
Net profits	1,222 90	2,423 04	1,200 14
Rebates to members.....	226 35	235 15	8 80
Expenses and maintenance.....	2,509 34	2,584 10	74 76

The above statement is in accord with the books and records of the Society. With thanks for the assistance rendered me in the examination, this report is respectfully submitted.

R. M. HAMBY,
Auditor.

During the past year interest in the work of The Fortnightly Club can not be said to have waned, though its present membership includes only two of its original members in 1906. Being composed wholly of somewhat younger instructors of the Faculty, the Club changes from year to year with the inevitable changes in the instruction force. It also changes all its officers with frequency and presents a large variety in program from one meeting to another. According to the constitution, the formal design of the organization is "the exchange of information and views concerning current researches and events in philology, philosophy, political or economic science, and humane letters." To this general aim the work of the Club has largely conformed. At the same time it must be said that the members have never taken the constitution too seriously, and its regulations have been interpreted with a charming laxity by successive generations of officers. There have been meetings at such times as the Secretary saw fit to appoint them. Some member has been found to read a paper at each meeting, while the other members have discussed the paper freely and frankly several minutes before falling to on the more attractive refreshments which followed the reading.

But, without exception, the papers presented have been serious attempts

in research or in pure literature. They have always been read to small but attentive audiences, and have received not a little helpful criticism. The list of papers during the Spring Term include: Dr. Payne, "Kipling's Verse Tunes"; Mr. Windsor, "The Proposed Copyright Law"; Professor Keasbey, "Civology"; Professor Garrison, "One Phase of the Negro Question." For the last two numbers the Club was indebted to two older members of the Faculty, who were guests on the respective occasions and willingly consented to serve the organization.

With the advent of the present session much new blood was received into the Club, and its personnel was changed considerably. The roll of members now includes Messrs. Ashby, Battle, Ellis, Griffith, Hale, Henderson, Law, Metzenthin, Ostrander, Payne, Penick, Rall, Ramsdell, Windsor, Winston, and Young. Mr. Windsor is President, Dr. Payne Secretary, and Mr. Winston, Treasurer. Papers have been read this session as follows: Dr. Law, "Some Recent Studies of Shakspeare" (published in the October *South Atlantic Quarterly*); Mr. Young, "Madretta" (an unpublished one-act drama, read by the author); Dr. Ellis, "Evolution and Education" (a preliminary sketch of a larger work now in preparation); Mr. Winston, "The Mediæval Wine Trade" (a portion of an article to be published in the *Journal of Economics*).

These titles sufficiently indicate the scope of the organization's field. Not every paper presented to the Club has been especially prepared for that purpose, nor will every one eventually reach publication in exactly the form in which it was read at the meeting. Notwithstanding the impressive phrasing of the constitutional provision quoted above, the Fortnightly Club has never aspired to the dignity, the wide membership, and the large usefulness of the Academy of Science or the Historical Association. But in its own limited field it has stimulated production as well as serious interest among its members, and the productivity appears to be in no immediate danger of cessation.

R. A. L.

The University was well represented at the meeting of the Texas State Teachers' Association in Houston during the holidays. A large number of

**The University
at the State
Teachers'
Meeting.**

the Faculty, including the President and the heads of several schools of study, were in attendance on either the general sessions of the Association, or else one of the sections or the allied bodies meeting at the same time. On almost every departmental program some members of the Faculty filled a place.

At the general session of the Association Saturday, December 28th, Dr. E. E. Rall made an address on "The Physical Condition of Pupils in Relation to Successful School Work," which provoked some fruitful discussion. Before the College Section meeting Friday afternoon Professor W. J. Battle discussed the question, "How Should Electives be Grouped?"

In addition to the general meetings and sectional meetings of the Association proper, were held the annual conventions of several allied organi-

zations of the teachers. Most of these bodies definitely decided to merge their organizations into that of the general Association in future.

Professor J. L. Henderson, Visitor of Schools, addressed the Association of Superintendents and Principals on "The Minimum Educational Qualifications for a City Superintendent." The meeting of the Texas Classical Association was presided over by Professor E. W. Fay, while Professor D. A. Penick acted as Secretary. University instructors seemed largely to dominate this meeting. In fact, during the session Friday morning, a purely administrative question affecting only the University of Texas was discussed at some length and with great fervor by no less than five members of as many schools of the University Faculty. When the discussion was finally allowed to drop, the question seemed as far from settlement as ever. The President's address, delivered by Professor Fay, consisted of a review of an article on the study of the classics, which recently appeared in the *Popular Science Monthly*. Professor J. L. Henderson's discussion of "Foreign Languages in Texas High Schools" elicited much interesting comment. Dr. R. A. Law read a paper on "English and the Classics"; Dr. D. A. Penick, "Some Notes on Sallust"; and Miss Roberta Lavender presented certain illuminating facts concerning "The Latin of Our Freshmen."

In the absence of the regular President, Professor Eagleton of Austin College, Dr. R. H. Griffith presided over the sessions of the College-High School Section of the English Teachers' Association, and did more than any one else to draw out individual discussion and make the meeting profitable. Before this body Dr. R. A. Law read a paper on "The Place of Technical Grammar in the High School Course." The Association resolved itself into a section of the State Teachers' Association for the coming year, and unanimously by a rising vote elected Professor Morgan Callaway, Jr., Chairman, with plenary power as to preparing a program.

The Modern Language teachers likewise organized themselves into a section of the Association, and appointed Professor Sylvester Primer chairman of the program committee for next year.

In the absence of Hon. W. J. Bryan, who was expected to address the Association Friday evening, but who did not arrive till the following day, Professor Albert Bushnell Hart, of Harvard University, made an informal talk to the teachers. During this talk he aroused great enthusiasm by declaring that he knew all the leading educational institutions of the South, and that the University of Texas was doing better work than any other Southern State university.

From what has been stated it must not be thought that the University monopolized the attention of the Teachers' Association, or that all speeches worthy of note during the various meetings were made by University instructors. As a matter of fact, about a thousand teachers were present, representing all sections of the State, and almost every grade of school. These notes are merely intended to show the real interest taken by members of the Faculty in the various lines of work laid out by the Associa-

tion, and the actual service the University is thereby rendering to education in Texas. The next meeting of the Association is to be held in Austin.
R. A. L.

The Summer School and Summer Normal continue, as *The Statesman* says of its "want ads," to "grow in volume and usefulness." This is shown by the following table, which covers the first **The Summer Schools of 1907.** decennial of their existence:

Session.	Summer School.	Summer Normal.	Law.	Total
1898.....	54	130*	..	180*
1899.....	60	115*	..	172*
1900.....	65	51	..	116
1901.....	129	77	..	191
1902.....	149	120	..	262
1903.....	170	117	..	285
1904.....	151	103	..	251
1905.....	229	241	..	444
1906.....	301	309	27	580
1907.....	381	314	26	625

This growth in numbers has been accompanied by a corresponding growth in the Faculty and in the opportunities for study. Despite the fact that the numbers in the Summer Normal have been increased by the addition of courses for those who are candidates for second-grade certificates, the attendance of the Summer School has fully kept pace with that of the Summer Normal. This is due mainly to the fact that many teachers already have all the teachers' certificates that they desire, and are taking advantage of the courses in the Summer School. This tendency has operated to such an extent that these teachers, having already exhausted the courses offered, are now demanding more advanced work in the Summer School. This demand for more advanced courses is straining, and will continue to strain, the finances of the Summer School. But since to benefit the public schools is one of the main reasons for maintaining a State University, this need of the teachers of Texas, who have no time but the summer in which to study, must and will be met.

The work done in the summer is quite on a par with that of the regular session. Very little advanced work is done, of course, and the preparation of the students varies from very excellent to astonishingly poor. But the average of effort is so high that the average of accomplishment is also quite high. If the intense earnestness that animates the work of the summer session could be communicated to some of the students

*These figures include students who attended a two-weeks session of the State School of Methods. This school was abolished in 1900 because of the fact that the State had provided for the holding each summer of two series of Summer Normal Institutes.

who haunt the corridors during the winter, the net results of University work would be greatly increased.

The Faculty for 1907 consists of 13 professors from the College of Arts and 3 from the Department of Law, along with 8 instructors and 4 tutors from the College of Arts. Besides these University teachers, 10 teachers of marked ability were chosen from the schools of the State.

The registration in the Summer School in the various subjects was as follows: Chemistry, 15; Education, 237; English, 177; French, 7; Geology, 33; German, 22; Greek, 7; History, 68; Latin, 59; Mathematics, 83; Physics, 30; Political Science, 24; Spanish, 25; Law, 56. In addition, students in the Summer Normal attended courses in the Summer School as follows: Chemistry, 18; Education, 140; History, 125; Mathematics, 159.

As in previous years, a few evening lectures were given,—the topics in 1907 being "The Principles of Greek Architecture," by Professor Battle; "The Electric Furnace in Modern Industry," by Professor Schoch; "A Nation's Social Ideals and Its Educational System," by Professor Ellis; "Democracy," by Professor Keasbey; and "Father Ryan," by Superintendent Horn, of Houston.

At the four "Round Tables" held during the Summer Session the following topics were discussed: "The Teaching of Agriculture in the Public Schools," by Professor Ellis; "Recent School Legislation in Texas," by Superintendent Marrs, of Terrell; "The Story Hour," by Mrs. Heermans, of Kansas City; and "Problems in Secondary Education," by Professor Henderson.

The budget of the Summer Schools was as follows: Fees, \$4885; Regents' appropriation, \$4000; salaries of teachers, \$8010; miscellaneous expenses, \$738; balance, \$137.

H. Y. B.

"To the Alpha of Massachusetts belongs the honor of having proposed a closer union of the various chapters of Phi Beta Kappa by inviting them to send delegates to its one-hundredth anniversary and to a fraternity convention in connection therewith.

The Ninth Triennial Council of the Phi Beta Kappa.

A majority of the twenty-three Chapters responded, and the organization of the United Chapters was the ultimate result. This convention was held in Cambridge, June 30, 1881. Before the organization was completed, two additional meetings were held in New York City, on October 18, 1881, and September 6 and 7, 1882, respectively. At the latter meeting a constitution was adopted and sent to the Chapters for ratification. This being duly ratified, according to its provisions the first National Council was called, and met in Saratoga, N. Y., September 5, 1883. Thirteen Chapters were represented. Since that date all the existing Chapters have ratified the Constitution, the Alpha of Virginia has been revived, and has joined the organization, and thirty-nine charters have been granted and Chapters instituted, making sixty-three Chapters in all."

By the terms of the constitution the National Council consists of the

Senators of the Society and of delegates from the several Chapters, each Chapter being entitled to send three. Its officers are a President, a Vice-President, a Secretary, and a Treasurer. Its sessions are held every three years at such time and place as the officers of the United Chapters may set.

The Senators, twenty in number, chosen by the National Council to serve for six years, with at present two others chosen for life, when the Council is not sitting, "constitute an independent body, charged with the duty of representing the Phi Beta Kappa Society and speaking in its name, and exercising in addition the functions of a permanent executive committee of the National Council." Among these functions the most important is the consideration of applications for charters for new Chapters. The power to grant charters rests with the Council, but application is made to the Senate and its conclusions, formed after careful investigation, are naturally given great weight.

In May, 1907, the Secretary of the United Chapters, the Rev. Oscar M. Voorhees, of High Bridge, New Jersey, sent out a bulletin giving an account of the meeting of the Senate on March 8; announcing the call of the Ninth Triennial Council for September 12, at Williamsburg, Va., under the auspices of the parent Chapter; asking for information from the Chapters as to the progress made on their Chapter histories and as to their membership rules; and, lastly, submitting information respecting the institutions applying for charters, to wit: the University of Illinois, Tulane University, the University of Virginia, Iowa College (Grinnell, Iowa), West Virginia University, Franklin and Marshall College (Lancaster, Pa.), Oberlin College (Oberlin, Ohio), Ohio Wesleyan University (Delaware, Ohio), and the University of Michigan. In his Foreword he called special attention to the propriety of holding the meeting in Williamsburg. "It is hoped that this meeting, held at the birthplace of the Phi Beta Kappa Society and in a city replete with epoch-making historical and educational associations, will be largely attended, and will serve to arouse and perpetuate a hearty enthusiasm for our ancient and honored fraternity."

In August a circular of information for the benefit of delegates was issued, and later a second bulletin, containing the constitution and by-laws, with lists of the officers, Senators and delegates.

The first public exercises in connection with the Council were held in the College Chapel of William and Mary, Wednesday evening, September 11th, Colonel William Lamb, of Norfolk, presiding. President Lyon G. Tyler, of William and Mary, made an address of welcome. Secretary Voorhees then delivered an historical address, "Our Phi Beta Kappa Fathers in Fraternity and Public Life." In a clear and crisp fashion he told the story of the foundation of the Society and briefly traced the public careers of the fifty men initiated into the original S. P. A poem was then read by Professor J. Lesslie Hall, of William and Mary. Professor Edwin A. Grosvenor, of Amherst College, followed with an oration, setting forth the ideals of Phi Beta Kappa as indicated by its motto, "Philosophy, the Guide of Life."

After the exercises the delegates adjourned to the gymnasium to meet the ladies of Williamsburg and enjoy the good things they had generously provided.

The regular session of the Council convened Thursday morning at ten o'clock in the Chapel of William and Mary. Fifty of the sixty-three Chapters were found to be represented and nine Senators were present. The delegates were prevailingly members of college and university faculties. Among the more distinguished were these: E. A. Grosvenor, of Amherst, author of fat tomes on Constantinople; the Rev. Samuel Hart, of the Berkeley Divinity School, familiar to all users of the Book of Common Prayer; T. W. Page, once of the University of Texas, now of the University of Virginia; W. C. Lane, Librarian of Harvard; President McLean, of the University of Iowa; Chancellor McCracken, of the University of New York; Dean E. A. Birge, of the University of Wisconsin; President L. G. Tyler, of William and Mary. Among the leading delegates not college professors were Colonel William Lamb, of Norfolk, Va.; Colonel J. J. McCook, of New York; Dr. C. P. G. Scott, of New York, lexicographer and leader in the Spelling Reform movement. Some half a dozen of the delegates were women. Texas Alpha had chosen as her representatives Dr. Fay, Dr. Battle, and Dr. Benedict, but Dr. Battle alone was present.

The business brought up was for the most part not of public interest. A proposal to restrict membership in new Chapters to those who had had classical training called out a spirited declaration from several classical teachers that they did not want such a rule, and it was not passed. Equally unsuccessful was a plea that the Council urge President Roosevelt to ask Congress to erect a monument to President Tyler (not Lyon G., but him of Tippecanoe and Tyler, too): delegates thought monuments good things, but not the business of the Phi Beta Kappa.

All other matters were as nothing compared with the consideration of the application for new charters. These were nine in number, as listed above. All were passed except West Virginia, postponed for divers reasons. The voting process was long continued and sadly tedious. Each time the roll was called and the yeas and nays taken *viva voce*. For once academic recluses had experience of the methods by which the nation's laws are made. One wonders why a little common sense is not invoked, both in Congress and Phi Beta Kappa conventions, to make things go faster. As it was, two sittings were needed to get through, and adjournment did not come till near six. The new officers are Professor Grosvenor, President, and Colonel McCook, Vice-President. Secretary-Treasurer Voorhees was re-elected.

If the proceedings of the Council lacked at times in interest, the charm of Williamsburg was constant and all-pervasive. To begin with, though Wednesday had been wet, Thursday was superbly clear, fresh, crisp. Then, every foot was historic ground. One felt, somehow, the presence of the old colonial worthies who once trod the streets: caught a vision of famous beauties gathered for church or assembly; heard the bells of the Revolution ring defiance to the crown. Many of the old buildings still

remain. The old capitol and the Raleigh tavern are gone, but Bruton church still calls to worship in its grave-filled churchyard; the old powder magazine is still there, and the old court-house and many mansions of the old-time gentry; and William and Mary College still stands, the oldest college, except Harvard, in the country, burnt and reburnt, but rebuilt each time with unfaltering courage, a group of buildings plain, but fascinating in their bower of ivy and elm and the greenest of grasses. Up and down, from one end of the little town to the other, went the Phi Beta Kappa delegates, ferretting out with the help of kindly residents all the history the time allowed. And the longer they ferreted, the more enthusiastic they grew. Disagreeablenesses of accommodation were forgotten, sectional differences were put aside, and the spirit of patriotism, of pride in a noble past was uppermost in every heart. If there had been doubt about the wisdom of holding the Council in so small a town, contact with such historic scenes speedily removed it.

"The Seven Sages of Rome," edited from the manuscripts, with Introduction, Notes, and Glossary, by Killis Campbell, Adjunct Professor of English in the University of Texas, Ginn & Company, Boston, 1907, pp. CXIV, 217.

**Dr. Campbell's
"The Seven Sages
of Rome."**

The fact that Professor Campbell's doctoral dissertation* dealt with certain phases of "The Seven Sages of Rome," made it especially fitting that he should be chosen to edit that poem. Dr. Campbell's edition of "The Seven Sages" is the fourth volume issued in "The Albion Series of Anglo-Saxon and Middle English Poetry," under the general editorship of James Wilson Bright, Professor of English in Johns Hopkins University, and George Lyman Kittredge, Professor of English in Harvard University. The preceding volumes have been "The Christ of Cynewulf," by Professor Albert S. Cook, of Yale University; "The Squyr of Lowe Degree," by Professor William E. Mead, of Wesleyan University; and "Andreas and the Fates of the Apostles," by Adjunct Professor George P. Krapp, of Columbia University. Dr. Campbell's volume appears in a series that is generally regarded as standard, and will maintain the reputation made by its predecessors.

The text is edited in a careful and conservative spirit, few emendations being made in the body of the work, only such as are imperatively called for. In the notes, however, more frequent emendations are offered. Personally, I wish the editor had oftener incorporated into his text such emendations as are suggested in his notes to lines 283, 1008, 1178, and 1918.

The notes are brief and pertinent. Aside from the textual matters above

*"A study of the Romance of *The Seven Sages*, with Special Reference to the Middle English Versions," Johns Hopkins University Dissertation, 1898.

referred to, they deal in a helpful way with rare idioms and with irregular meters. They are especially to be commended for their freedom from padding, a vice not uncommon in some editions of Middle English poems.

The glossary is somewhat less full than is desirable, I think. The writer believes that the variant spellings of all words listed should be given in their alphabetical places, with cross-references to the normal forms. Certainly this would save the immature student of Middle English both time and perplexity. It is only fair to Dr. Campbell, however, to state that his plan is one followed by the majority of the most reputable editors in both England and America.

It is to be regretted, too, that the editor does not give us a bibliography, although this lack is largely counterbalanced by the fullness of his bibliographical footnotes and of his index. Certain it is that he has spared no pains to take account of all available sources of information.

The introduction occupies over a hundred pages, and is of great value. It gives a succinct, clear, and comprehensive survey of the history of "The Seven Sages," first in the Oriental and the modern European languages, and then in English. Naturally, the former part of this survey rests mainly upon the labors of others, but, even so, the task is no light one, and it has been executed with commendable skill. The account of the divergent opinions concerning the origin and the dispersion of the romantic story is a summary, to be sure, and one much needed; but it is more, for it is accompanied at every point by well-reasoned comments.

The discussion of the English versions of the story rests upon a prolonged first-hand study of the nine versions of "The Seven Sages" in Middle English and of the five versions in early Modern English. Of the Middle English versions, a detailed study is made of the Cotton-Rawlinson redaction, the basis of Dr. Campbell's text. A section each is devoted to the Manuscripts, the Date of Composition, the Dialect, and the Meter; and each theme is treated in the accurate and scholarly way in which the editor goes about the whole of his work.

An original and significant part of the introduction is the chapter modestly entitled "Some Originals and Analogues." Despite the fact that the editor made two trips abroad in the interest of "The Seven Sages," these masters would themselves doubtless be surprised at the extent of his treasure trove, for he has found traces of their stories in almost all quarters of the globe.

In a word, this edition of "The Seven Sages of Rome" is a scholarly performance that will do credit alike to its author and to the University that he has served so faithfully and efficiently.

M. C., Jr.

LIBRARY NOTES.

The book fund of \$4000 appropriated by the Regents last June for the current fiscal year, has been apportioned as follows: for subscriptions to periodicals, transactions of societies and other serial publications, \$1215; for expensive sets of books and journals, \$1100; for books and additional periodicals, to be selected during the year by the respective schools, \$25 to each of 21 schools, \$525; for books to supply certain of the more general needs of the Library, and books especially needed by the classes and instructors, \$760; for freight and for a reserve fund, \$400. This apportionment does not differ materially from that of other recent years. In addition to this book fund, the Regents usually make special appropriations for books for the Departments of Law, Engineering, and Education, and for some of the schools; and, in addition still, are the library fees of the students, which are spent on supplies, furniture, binding, etc. Of the requests for needed books, hardly one-third can be bought. Comparative statistics are misleading, but the following table concerning six Middle Western State University libraries may be of sufficient interest to warrant perusal:

	No. of vol- umes in library.	Average No. volumes added annually.	For books, binding, etc.	For salaries of staff.
Kansas.....	55,000	3,000	\$ 8,000	\$ 4,750
Nebraska.....	72,500	4,450	5,800	6,800
Missouri.....	80,000	7,000	15,000	5,200
Illinois.....	95,000	7,780	36,000	13,750
Michigan.....	220,000	9,600	26,000	15,000
Indiana.....	62,000	3,900	9,000	7,125
Texas*.....	55,000	3,800	5,800	4,620

During the past summer, as usual in recent summers, six new steel book-cases were installed in order to accommodate the books added to the Library. These cases will hold about 7000 volumes, and will be nearly full by the end of the year. To make room for these cases, the loan desk and railing were moved about ten feet nearer the entrance, and four large study tables were crowded entirely out of the room. There are now seats for only 85 students in the reading room, and for only 55 professors and advanced students in the alcoves. In spite of this crowded condition, three small advanced classes regularly meet in the alcoves in order to be conveniently near their books.

The floor of the reading room has been covered with cork carpet, a delightful improvement over the ugly and unsanitary matting used heretofore.

*Omitting Medical Department.

At a meeting of the Council of the Texas Academy of Science, held in October, 1907, the following regulations, submitted by the Librarian of the

**Academy of
Science
Borrowers.**

University, were approved and are now in force:

"Members of the Texas Academy of Science in good standing may, in accordance with the agreement entered into in June, 1907, between the University of Texas and the Academy, borrow books from the University Library under the following conditions:

"1. The member pays transportation charges both ways on books borrowed, and agrees to return the books in good order within three weeks, or within such time as may be agreed to by the Librarian of the University.

"2. Only such books may be borrowed as are, in the opinion of the Librarian, not in frequent use by the Faculty or the students of the University, and such as are not too rare or costly to risk in transportation."

Since the last number of the RECORD, the following students in the library training class have accepted positions: Miss Willie Davis,

**Library Training
Class.**

'04-'05, Librarian of Agricultural and Mechanical College of Texas, College Station; Miss Annie Hill, '05-'06, Assistant in the Houston Lyceum and Carnegie Library; Miss Grace Prather, '05-'06, Assistant in the University of Texas Library, Austin; and Miss Maud Smith, '06-'07, Assistant in the University of Texas Library. Miss Ellie Shelton, '04-'05, was married in October to Mr. Herbert Semple.

During the present University year no training class is in progress. A class of four was, as usual, selected last spring, but untoward circumstances kept three of them from coming to Austin in the fall, and the opportunity was seized to give the Library staff a year's experience without the class. In part, the object is to determine whether the class does really help in the work of the Library enough to offset in value the time consumed by the staff in conducting the class. In part, also, the willingness to omit the class this year is due to the feeling that perhaps a class on alternate years will be sufficient to meet the demand for librarians and assistants in the State, so far as that demand is likely to be met by students trained in this class.

Fifty Copies of Noah Smithwick's "The Evolution of a State; or Recollections of Old Texas Days," printed in Austin, in 1900, have been pre-

**University
Exchanges.**

sented by Mrs. Donaldson, of Georgetown, Texas, through Luther E. Widen, of Austin. The extra copies will be used as exchanges for books from other institutions. Hon. T. W. Gregory, of Austin, has given seventy-five copies of his address, "Reconstruction and the Ku-Klux Klan," for use in the same way. The Library is glad to receive such gifts; for, in general, the University

publications are not sufficient in themselves to make up an equitable equivalent for what we may receive in exchange from other institutions.

The users of the Library are again under obligations to the Ashbel Literary Society for its generosity in presenting 28 volumes, chiefly the works of contemporary American poets and essayists, a class of works not often bought by the Library, owing to the more immediate need for other classes of books.

**Recent
Accessions.**

When needed by the Society, these new and attractive books, together with others from the shelves, are especially reserved; but generally they may be used by anyone.

The manuscript *Record of the Proceedings of the Texas Veteran Association*, 1883-1901, including the roll of members, has been presented by Mrs. Stephen H. Darden, of Dallas. The University has a patriotic pride in being made responsible for the safekeeping of such a volume. The Veterans, in 1902, presented their valuable papers.

From the Methodist Book Concern, New York, have been received ten complete and seven incomplete years of the *Christian Advocate*, the principal weekly paper of the Northern Methodist Episcopal Church.

Important purchases received since the publication of the last RECORD include the following:

- Astrophysical Journal*. 22 vols. Chicago, 1895-1907.
- Bobertag, Felix. *Geschichte des Romans*. 2 vols. Berlin, 1881-84.
- Czapek, Fried. *Biochemie der Pflanzen*. 2 vols. Jena, 1905.
- Duruy, Victor. *History of Rome*. 16 vols. Boston, 1884-87.
- Duruy, Victor. *History of Greece*. 8 vols. Boston, 1890.
- Eisig, Hugo. *Monographie der Capitelliden des Golfes von Neapel*. Berlin, 1887.
- Hertwig, Oskar. *Handbuch der vergleichenden und experimentellen Entwicklungslehre der Wirbeltiere*. 6 vols. Jena, 1906.
- Journal des mathematiques pures et appliques*. 68 vols. Paris, 1836-1903.
- Möhlhausen, Baldwin. *Diary of a Journey from the Mississippi to the Coasts of the Pacific—Translated*. 2 vols. London, 1858.
- Original Narratives of Early American History*. 5 vols. New York, 1906-07.
- Oxford Classical Texts*. 19 vols. Oxford, 1898-05.
- Philosophical Magazine*. 48 vols. London, 1860-83.
- Proelss, Robert. *Geschichte des neuen Dramas*. 6 vols. Leipzig, 1880-83.
- Select Essays in Anglo-American Legal History*. Vol. 1. Boston, 1907.
- Sorel, Albert. *L'Europe et la revolution francaise*. 8 vols. Paris, 1903-07.
- Teachers' College Contributions to Education*. 9 vols. New York, 1906.
- Tschirek, Alexander. *Die Harze und die Harzebehälter*. 2 vols. Leipzig, 1906.

The Library will pay transportation charges on gifts. If you have old letters or manuscript documents; or books, even old government documents and reports (the older the better); or annual

Books Wanted. reports or bulletins of State Departments (Texas or any other States); or the publications of societies or institutions of any sort; or files of newspapers or periodicals; and are thinking of placing them in a library for the use of future students and citizens of our State, write to the Library about them. Libraries have become great largely through gifts of one sort or another—gifts inspired sometimes by patriotism, sometimes by loyalty to an institution, sometimes by zeal for increasing or spreading knowledge, sometimes by less worthy motives. A library rarely questions a donor's motive!

P. L. W.

THE DEPARTMENT OF EDUCATION.

During the Fall Term the total enrollment in the Department of Education reached 148. In addition to this, 100 Academic students pursued courses in Education, making a total of 248 individual students taking one or more courses in Education. With the additional enrollment at the beginning of the Winter and Spring Terms, the registration this session will exceed that of 1906-07 by from 15 to 20 per cent, and this increase will be in the face of requirements for admission more stringent than in any former year.

The 148 students enrolled in the Department of Education comprise two classes: first, those taking work in Education who have attained the rank of Junior, and, second, special students 21 years of age or over who are applicants for teachers' certificates. This is practically the first year that the work in Education has been organized into a distinct department, and the first time that those students who are preparing for the profession of teaching have been separated from the general mass of Academic students. In accordance with this change, a student organization was effected at the beginning of the year by the adoption of a constitution for "The Students' Association of the Department of Education" and by the election of the following officers: President, M. L. Williams; Vice-President, Louise Temple; Secretary, Dorothy Howell; Treasurer, R. J. Turrentine; Sergeant-at-Arms, E. H. Jones; Executive Committee, B. E. Satterfield (Chairman), A. C. Ferguson, Kathleen O'Connor, Annie Sowell, Helen Garrison; Representative on Athletic Council, E. R. Stieler. Plans are on foot for Department meetings, social and otherwise, and the prospective members of the teaching profession in the University of Texas promise to develop an *esprit de corps*, or "consciousness of kind," as the sociologist would say, as effective as that existing in other professional departments.

There are but few changes in the work of the Department this year.

Among those that may be noted are the following: Professor Henderson doubles his work, giving two one-third courses during the Fall Term, instead of only one, as was the case last year. These two constitute an enlargement of the one formerly given, and are known officially as Education 18 (Secondary Education) and Education 20 (Courses of Study and Organization of High Schools). In somewhat the same way two seminars in Education are being conducted this year instead of one, as formerly, Dr. Sutton conducting one in School Supervision, and Drs. Ellis and Rall one in Psychology of Education.

Another minor change this year allows various teachers' courses in special method, namely, in Elementary Mathematics, Botany, History, and Latin, to be counted only in Education, and not in Education or the respective Academic schools at the option of the students, as heretofore.

A noteworthy feature of the work in the Department of Education this year is the proportionately large increase in the numbers registered in advanced courses. This registration has reached a total of 98, and represents an increase of 45 per cent over last year. Furthermore, there is a larger proportion of upper-class students in the elementary courses of Education than in any previous year.

E. E. R.

THE DEPARTMENT OF ENGINEERING.

The Engineering Department closed the Fall Term with an attendance of 301, against the attendance of 265 of last session. This does not include the students from the Academic Department who are taking Engineering courses, but only those that are strictly Engineers. The increase is $13\frac{1}{2}$ per cent over the total attendance at the close of last session.

Not only has there been an increase in the attendance in numbers, but there has been a decided increase in the energy and seriousness of the student body. The men realized that there was a possibility of getting a love letter from Dean Mezes prior to January 1; this served to spur them on to renewed efforts, and the results are generally very gratifying. The records show that a very large per cent of both upperclassmen and Freshmen did consistent work.

It became necessary at the beginning of the session to schedule all the drawing work for the upper classes on account of the limited force of instruction. This schedule was adhered to, but some of the upperclassmen, concluding that the schedule was too small an affair for their attention, received kind permission early in the fall to withdraw from the course. How this will affect them and their degrees for which they are applying is a problem that their own ingenuity will have to solve.

In the School of Applied Mathematics, also, there was a larger registration than was expected. Dr. Benedict and Mr. Rice soon found that they had more than two men could manage, and a student assistant had to

be appointed to read examination papers. Moreover, a section in Geology for Engineers, inaugurated by Dr. Simonds at the beginning of the session, was filled to overflowing the first week, and a new section had to be organized under Mr. Larkin. For the first time in the history of the University, the Freshmen are thoroughly conversant with the necessary entrance credits, and a majority of them are laying plans to absolve the six entrance electives at the first opportunity.

Although they have done their work carefully and consistently, the Engineers have not been lacking in college spirit, and have contributed rather more than their share towards University affairs. This activity of the Engineers was shown in the following lines: first, they did most of the manual labor on the new bleachers; second, they captured the banner which was fabricated by the dainty hands at the Woman's Building, although it cost them \$325 to get it; third, half the money that was spent for the lumber in the bleachers came from the Engineering Department; fourth, they gave a reception in the Engineering Building on the night of the 5th of December that will go down in history as one of the most successful affairs that were ever given on the University campus; fifth, although the Engineers constitute only 20 per cent of the student body, 60 per cent of the football team was composed of Engineers. All three of the backs, Krah, Fred Ramsdell, and Slaughter, were Engineers; Bob Ramsdell and Feldhake were in the line, and Estill held down one of the ends.

T. U. T.

A novel celebration was held by the Engineering Department on the 5th of December. The custom formerly had been to have each year a stag banquet at the Driskill Hotel, but, owing to the growth of the Department, the accommodations there had become inadequate, and this year it was decided to give a reception in the Engineering Building instead.

**The Engineers'
Reception.**

To the fact that the students, individually and collectively, had determined to make the occasion worth while its success was principally due. All joined in the work of decoration, and on the night of the reception all helped to make the guests feel at home.

No one accustomed to the humdrum life in the Engineering Building dreamed how well it suited the purpose, but when the guests arrived they found little that reminded them of lectures and quizzes. Palms and other plants in moss-hung tubs were placed at the entrance, and on the stairs, and in the rooms; white and orange drapery was visible everywhere: all seemed transformed. On the first floor the large west lecture room was used for the reception proper; the electrical drawing room had been decorated by the Seniors with drapery of hundreds of pennants, and with black and red paper festooning hung from the ceiling. Over the door of what had been Dean Taylor's office appeared the sign, "Ladies' Cloak Room," and in the instrument-room on the east were the refreshments. On the second floor were the Junior and Sophomore rooms, and

the smoker hall, formed by removing the partition from between the two large east rooms, where Dr. Benedict presided at a comical-humorous program of addresses, songs, etc. The chief decoration here was the famous banner, bought by the Engineers at auction from the Woman's Building girls. It was locked up in a glass case, with two large pistols watching over it menacingly. On the third floor the great west drawing room was ready for the dancers, and with its columns, its brilliant lighting, its palms and drapery, it looked like a ballroom made to order. In the basement the laboratories were open, the bright engines were running, and the dynamos and turbines humming, all making a unique decoration for a social function.

Over seven hundred guests were present, and the celebration was in every respect a success.

A. R.

THE DEPARTMENT OF LAW.

The new Law Building, which was started on December 4, 1906, is nearly completed, and is one of the most imposing structures on the campus.

The Law Building.

The work of erection has been carried forward steadily from the beginning, and the time required for its construction is, therefore, an indication of permanency. The foundations are, for the most part, laid upon solid rock, and the brick walls, as a whole, stand upon over ten thousand cubic feet of Portland cement concrete. The rooms and halls are separated from one another by solid brick walls built with Portland cement mortar, with each course of brick thoroughly grouted, and every fifth course a header course. Every shipment of cement which arrived for use in the building, covering in all about ten carloads, was tested and approved before any of it was allowed to be used, and numerous samples of the brick were selected at random and tested for compressive strength and absorptive properties to insure uniform good quality. No improperly burned brick were allowed to be used in any of the walls, and all face brick were selected for uniform color and shape as far as possible. The total number of brick used, including both face and common, is two and one-half million.

The Roebling system of fireproofing is used upon heavy steel I-beams throughout the building, and consists of Portland cement cinder concrete, reinforced by steel strap iron placed on edge and clinched over the I-beams. This makes a floor support, when set, that is as hard and rigid as stone. A test was made on one of the largest floor panels, by placing a weight of 450 pounds per square foot on the center of the panel, and the deflection carefully measured from underneath showed only 1-16 of an inch.

The limestone for the trimmings was obtained from the Cedar Park quarry, after thorough tests had been made on several specimens from other quarries, and the Cedar Park stone shown thereby to be superior in

crushing strength, non-absorptive character, uniformity of color and grain, and freedom from cavities and soft spots. But very few pieces were rejected from the ten carloads used in the building because of defects.

The gray granite used for steps and coping at the main entrance and four side entrances aggregates about 1200 cubic feet, and is a close grain, uniform texture, durable variety.

The Spanish tile roof is one of the most impressive features of the exterior. Its area is about 18,000 square feet, covering the building area of about 10,000. It is supported by heavy steel trusses resting on steel plates set into the brick walls and structural steel columns resting upon massive brick piers in the basement. The weight of the supporting roof steel and the floor steel for the building, as a whole, is nearly 250 tons.

The interior plan of the building provides five class-rooms, each 42x44 feet; three class-rooms, each 24x73 feet; one class-room, 21x29 feet; an assembly room, 76x80 feet; a library and reading room, 76x120 feet; eight offices, toilet rooms, gathering room, and heat controlling and janitor's room. The general arrangement of all of the rooms was made especially with a view to obtaining the best possible ventilation and general air circulation. It is not too much to say that a more serviceable and delightful room than the library and reading room is not to be found in the State.

The Library, as well as the other rooms of the building, is floored with rift-sawed hard pine, and will subsequently be covered completely with cork carpet. Thirty-two library tables, seating ten each, are provided for the reading room, and will be lighted with electric table lamps in accordance with modern library equipment.

The interior trim on first and second floors is golden oak, and the beauty of the grain in general is remarkable considering that the lumber was selected chiefly on the basis of clear quality. The hardware is sand blast mottled copper finish, including Sargent union locks of the very latest pattern, which are now being used on modern public or office buildings.

The building is to be heated by the Webster vacuum system; about 10,000 square feet of radiation have been installed, and will require about 100 horsepower boiler capacity.

The lighting will be accomplished by both Nernst and incandescent lamps operating on 220-volt circuits. Large cabinet boxes, with suitable switches for controlling ceiling clusters, side lamps, and table lamps separately in the reading room, and also for controlling readily all lighting in the building, have been installed, so that, when completed, this building will have the best lighting system of any on the University grounds.

It appears that sufficient attention has been given to the selection of the materials of construction and equipment of the building and to the superintendence of workmanship thereon in every particular to insure for the Law Department, which has been so long congested, a permanent, serviceable, and comfortable building.

A. C. S.

The annual Law Smoker for 1907 was held in the parlors of the Driskill Hotel Saturday evening, November 9. For the second time, the future lawyers of Texas gathered at the shrine of the "Perigrinus" to welcome the new recruits to their ranks, and to listen to veterans of the bar who had already had their "day in court," and were anxious to help point the way to those upon whom their cloak was soon to fall.

About eight o'clock the crowd began to assemble, and before ten nearly three hundred students and guests were chatting, shaking hands, and mingling in a merry, noisy, ever-changing throng about the rotunda. Each of the professors and distinguished guests was cheered in turn; the quiz-masters were lifted to the shoulders of the students and forced to address the crowd, and finally, when the enthusiasm was at its height, the members of the Junior and Middle classes seized each other's coat-tails and rushed in two yelling, cheering lines through the chambers, halls, and even down the stairs and around the hotel lobby. In the meanwhile a large orchestra played popular airs, and lunch and pipes, punch, and cigars were served to all who cared to partake.

But this was merely preliminary to the real features of the gathering. Presently all were assembled in the reception room, and Judge W. S. Simkins, master of ceremonies, after speaking briefly of the object and purposes of the annual Law Smoker, introduced Mr. J. J. D. Cobb as the student selected to deliver the address of welcome. Mr. Cobb spoke feelingly of some of the features of student life, and, in behalf of the student body, extended a hearty welcome to the new men and a word of greeting to those who had returned to take up their work anew. Judge T. J. Brown spoke next on "Trial By Jury," and told as from personal experience what an important part jury trials have played in the history of Texas jurisprudence. Judge R. L. Penn followed Judge Brown. He was assigned the subject "Is the Law Uncertain?" and he responded by showing that the law was uncertain only in so far as the imperfections of human nature made it uncertain. Professor T. U. Taylor came next with the subject, "The Noblest Roman of Them All." He selected as his "noblest Roman" the common lawyer in ordinary life, who, encouraged only by his conscience and uninfluenced by public applause, faithfully served his client and discharged his trusts.

After a short recess, the company were called back to their seats to hear the second half of the program. The first to speak was Dean S. E. Mezes, who appeared for the defense in the famous case of "Junior Laws vs. English 1." He argued with much force that experience has shown one can not attain his highest standard in the legal profession without the broad basis of an Academic training. Hon. T. W. Gregory, who followed, was to speak on "The Academic Department," but he so interpreted his subject as to allow him to appear for the Junior Laws and against the Dean. He humorously declared that he could see no use in the "Academic Department, anyway; that to talk to men who were deep in the intricacies of Blackstone about such little things as commas and periods was pre-

posterous, and that to ask one who was engaged in the study of such a weighty subject as law to conform to the Academic standard of spelling was an insult." But he concluded by admitting that English might be a necessary evil, and, since it was so, it behooved men who could be lawyers and master such a subject as Blackstone to show that they could not be outdone by the Academic Department with its "English 1." The program was concluded by Judge J. B. Clark, who made an eloquent plea to the boys not to smoke, but if they must smoke at all, not to smoke in the University corridors.

G. A. S.

MATTERS OF PUBLIC INTEREST FROM THE MINUTES OF THE FACULTY.

MEETING OF JULY 29.

Provision was made for the granting of Teachers' Certificates as follows:

Elementary Certificates.—Barr, Chellie; Bragg, Estelle; Chandler, A. E.; Cocke, Kate; Cook, Lois; Davis, E. M.; Haskell, Bernice; Jones, J. E.; Martin, Lora; Nelson, J. E.; Penick, Rosa A.; Smith, B. Parkes; Switzer, Rebecca.

Advanced Certificates.—Andrews, Leah B.; Breihan, E. W.; Ferguson, C. O.; Glass, Edna B.; West, Ruby.

Permanent Certificate.—Houlahan, Gertrude.

MEETING OF SEPTEMBER 24.

The President announced the Faculty committees.

An Elementary Teacher's Certificate was granted Miss Margaret Runge.

MEETING OF OCTOBER 1.

There was no business of general interest.

MEETING OF NOVEMBER 5.

Schools were affiliated as follows:

Beaumont High School, in Physics, 1 unit.

San Angelo High School, in Physics, 1 unit.

Belton High School, in Botany, 1 unit.

Victoria High School, in Physiology, $\frac{1}{2}$ unit.

On recommendation of the Committee on Athletics it was voted that in the conditions governing intercollegiate contests, as set forth on page 152 of the Catalogue for 1906-07, in place of (e) "First-year men are not allowed to play on teams during the Fall Term," the following should be substituted:

"(1) First-year men, who have received Sophomore standing, or higher, on account of work done in other colleges or universities, may be members of athletic teams during the Fall Term only if they at-

tained an average grade of at least B during the last year of their attendance at the institution from which they came.

"(2) Freshmen, Junior Laws, and other first-year students, who have not satisfied the first requirement of this report may not be members of athletic teams prior to October 25th of the Fall Term, and thereafter during that term only provided their class work, as reported by their instructors, averages or continues to average C or higher."

It was ordered that the American Historical Association, with its allied organizations, the American Economic and Political Science Associations, be cordially invited by the Faculty to hold their customary joint annual meeting in December, 1908, in the cities of Austin and San Antonio. It was further ordered that Dr. Garrison be requested to convey said invitation.

MEETING OF DECEMBER 7.

The following resolution was adopted:

"The Faculty of the University beg to express to President and Mrs. Houston their heartfelt sympathy in the loss of their little daughter, Helen Elizabeth. To those who knew her more especially, the death of so lovely and winning a child has brought keenest pain."

FROM THE PROCEEDINGS OF THE BOARD OF REGENTS.

MEETING OF OCTOBER 14.

The President presented a comparative table showing the registration of students for the past three years.

Dr. Alvin S. Johnson, Professor of Economics in the University of Nebraska, was appointed to be Professor of Political Economy from September 1, 1908.

Announcement was made of the resignations of Dr. W. L. Bray, Professor of Botany, and Dr. Wm. K. Wright, Instructor in Philosophy.

The following appointments made in the recess of the Board were confirmed:

S. R. Ashby, B. A. (Oxon.), Instructor in English.

G. C. Embry, of the Faculty of the A. and M. College, Instructor in English.

W. T. Hale, B. A. (Vanderbilt), Instructor in English.

F. C. Ostrander, of the Faculty of Western Reserve University, Instructor in Romance Languages.

John H. Keen, A. M., Instructor in Philosophy.

James A. Correll, of the Massachusetts Institute of Technology, Instructor in Electrical Engineering.

J. J. D. Cobb, Tutor in Public Speaking, vice John Keen (appointed Instructor in Philosophy).

Nina Weisinger, Tutor in Spanish.

W. F. Buckley, M. A., Tutor in Spanish.
 Ilse Frischmeyer, B. Lit., Tutor in German.
 F. M. Ryburn, B. A., Fellow in History.
 A. M. McAfee, Fellow in Chemistry.
 R. J. Turrentine, Fellow in Political Science.
 J. C. Stevenson, Student Assistant in Drawing, vice A. D. Brodie, resigned.

C. W. McClelland, Student Assistant in Civil Engineering.

Grace Prather, Second Assistant Librarian.

E. J. Matthews, Assistant Registrar.

Mrs. Mattie Austin Hatcher, Cataloguer Historical Archives.

New positions were created and filled as follows:

Instructor in English, Stark Young, of Mississippi.

Tutor in Romance Languages, Olatia Crane, M. A.

Assistant to the Dean of Women, Grace Nash.

Student Assistant in Geology (appointment postponed).

Student Assistant in Drawing, John L. Stanage.

Student Assistants in English (to replace last year's Fellow in English), W. O. Kinsolving and Mary E. De Vol.

Student Assistants in Greek and Latin (to replace last year's Fellow in Greek and Latin), T. J. Williams (Greek), Adele Horton (Latin).

Student Assistant in Applied Mathematics, B. M. Woods.

An additional sum was voted for the expenses of the office of the Visitor of Schools.

Provision was made (1) towards the cataloguing of the historical archives belonging to the University; (2) toward the purchase of historical manuscripts in Mexico relating to Texas history; (3) for the repair of windows; (4) towards the extermination of the bats that infest the walls and roof of the Main Building; (5) for laying down a floor to the room under the water tower; (6) for renewing the plumbing of University Hall.

The President made a report on the work of the Summer School for 1907. The request of the Faculty of the School that the appropriation for 1908 be raised from \$4000 to \$10,000 the Board felt unable to grant, owing to lack of funds, though it recognized the need of an increase.

The second recommendation of the Faculty that the semi-private character of the School be abandoned and that the School be made in all respects a regular term of the University was referred to the President, with the view of ascertaining if there be any legal difficulties in the way.

As to the third request of the Faculty, that the Woman's Building be opened to Summer School students, the Board was unwilling to rescind its former refusal.

The gross income of the Summer School, including the regular appropriation and fees of all sorts, was reported as \$9916.25. The expenditure of \$3925.95 out of the regular University appropriation leaves a balance of \$74.05. The receipts from fees were \$5916.25; the expenditures, \$5723.50. Part of the balance remaining went to the credit of the Schools of Physics and Chemistry; the rest was conveyed into the general fund.

It was voted to accept with thanks the tender by Mr. G. A. Levi, of Victoria, of a scholarship of the value of \$150 a year, to be awarded in June of each year to the most meritorious student in the College of Arts for the following session, the selection to be made by a committee of the Faculty, appointed by the President, on the basis of work of the students in their University courses. Mr. Levi has already forwarded his check for the scholarship for next session, to be awarded in June, and has indicated his intention of remitting in advance each following year.

The following is a summary revised budget for the current fiscal year 1907-08:

Income.

Unappropriated balance, 1906-07...	\$ 19,105 72	
Legislative appropriation	105,000 00	
Legislative appropriation, special..	500 00	
Land leases	102,609 86	
Interest on State bonds.....	26,295 00	
Interest on Land sales.....	2,600 00	
Matriculation fees	12,000 00	
	<hr/>	\$268,110 58

Appropriations.

Salaries	\$155,670 84
Schools and laboratories.....	9,850 00
Current expenses.....	32,845 00
	<hr/>
	\$198,365 84

Law Building—

Original contract.....	\$115,000 00
Extra	738 77
Additional contract	17,939 00
Architects' fees, first contract...	5,750 00
Architects' fees, second contract.	896 95

Total for building	\$140,324 72
Equipment	7,500 00

Total	\$147,824 72
Appropriation made.....	55,000 00

Balance due	\$ 92,824 72
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Appropriation for 1907-1908.....	\$ 69,744 74
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<hr/>	<hr/>	<hr/>
\$268,110 58		\$268,110 58

Balance carried forward.....	\$ 23,079 98
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The report of a special committee of the Board was adopted condemning the room used for class drill and gymnastics for men as unsanitary,

and authorizing the expenditure of \$1193.50 to adapt it for toilet purposes.

The following Law appointments made in the recess of the Board were approved:

John C. Townes, Professor of Law, to be Dean of the Department from January 1.

Judge Lauch McLaurin, of Dallas, to be Professor of Law from January 1.

Ira P. Hildebrand, of San Antonio, to be Associate Professor of Law.

From the Medical Department it was reported that, as a result of the increased admission requirements, those who entered last year showed a smaller percentage of failures than heretofore, and that there are fewer conditioned students in the Sophomore Class.

The following resignations from the Faculty of the Department of Medicine were announced:

Dr. A. E. Thayer, Professor of Pathology, to accept a position in a private laboratory in Asheville, North Carolina.

Dr. H. C. Haden, Clinical Professor of Otology, etc.

The following appointments made during the recess of the Board were confirmed:

Dr. J. J. Terrill, Demonstrator of Pathology, to be Acting Professor of Pathology for one year.

Dr. Henry Hartmann, Pathologist at the John Sealy Hospital, to be Demonstrator in Pathology, vice Dr. J. J. Terrill, promoted.

Dr. A. C. Heard, to be Assistant Demonstrator in Medicine.

Dr. S. M. Morris, Professor of Chemistry, to be Acting Clinical Professor of Otology, etc., in addition to his work as Professor of Chemistry.

Certain small appropriations were made for repairs, etc.

STUDENT INTERESTS.

The Young Men's Christian Association has not only equalled in every department the work of last year, but has shown improvement in some departments. In some ways, however, the work during

Y. M. C. A. the term has been disappointing. This is partially due to the fact that two of the committee chairmen, who had thoroughly planned their work and drilled their committees, failed to return to the University.

The membership of the Association at present is 321, the largest in its history. This number includes some of the leaders in athletics, in the musical organizations, and in the literary societies, representative fraternity and non-fraternity men, and men from all walks of college life. The majority of the leaders in college life are members of the Associa-

tion. The chairman of the membership committee had it in his policy to see that a personal invitation to become a member of the Association was extended to every young man in the University. A thorough canvass was made, but not as thorough as the policy indicated.

The Bible Study department has shown great improvement this year. An exhaustive report of the chairman of this department for the month of November showed that 165 men were enrolled in classes among the men in fraternity and boarding houses. In addition to this, the report showed that, including the Bible classes for University men in the city churches and the Texas Bible Chair, there were 480 men doing Bible Study work.

On the first Saturday evening after the opening, the Social Committee gave an entertainment, which they called "College Night." While given under the auspices of the Association, it, nevertheless, took in all the college activities. Its purpose was to instruct the new men to get all the men, new and old, acquainted. There was a speaker to represent each publication,—one for athletics, one for the honor system, one for the Association, etc. Between the speeches college songs were sung and the yells given. In this way the new men learned of the college life just the things they wanted to know, and all learned and practiced the yells and songs. At the close refreshments were served to about 700 men. In the East Woods on Thursday evening, November 7, 1907, from 4:30 to 9 p. m., the annual Fall Picnic was held under the auspices of the Y. W. C. A. and the Y. M. C. A. The attendance on this occasion was about 475.

Thirty-two men applied to the Employment Bureau for aid in securing positions. With the aid of the Association, twenty-one of them secured positions. Some of those who applied withdrew their applications later, as they found that they could get along without help this year.

Through the efforts and upon the invitation of the two Associations, Mr. Robt. E. Speer, of New York City, was secured to address the students of the University in the Fall, and the Rt. Rev. Lucien Lee Kinsolving, Bishop of Southern Brazil, in the Winter Term. Efforts are being made to secure Mr. W. D. Weatherford, of New York City, for the Spring Term. Mr. H. F. Laflamme, of Toronto, and Miss White, of Baltimore, were also among us in the interest of the work of the Associations.

It is the policy of the Association to keep abreast with the latest methods of Association work by having representatives at the various conferences and conventions where such methods are discussed. The President and General Secretary attended the Southern Student Conference at Asheville, N. C., last June. With the aid of three other colleges of the State, and an anonymous subscription of \$25 sent in for that purpose, the Association was able to send the General Secretary to the General Convention held in Washington in November. Eight men represented the Association at the Ruston Conference in December.

Over \$40,000 has been subscribed on the new building. Many of these subscriptions were due on January 1, 1908, and the funds are growing to such proportions as will soon justify the beginning of the building.

W. W. C.

The work of the Young Women's Christian Association for the Fall Term of 1907-08 does not show any marvelous growth so far as numbers are concerned, only a steady, healthy progress, as may

Y. W. C. A. be seen from the following figures. There is at present a membership of over 300, an enrollment of 348 in Bible study classes and 140 in mission study classes, while, for the three terms of 1906-07 the enrollment of members was 271,—302 in Bible classes, and 150 in mission study classes. Statistics are not satisfying, for they are apt to overestimate or underestimate real conditions. In this case the figures certainly fail to include much that is encouraging and much that shows a real gain in the spiritual life of the students.

The missionary features have been unusually attractive this term. First came Mr. Robert E. Speer, with his forceful talk on Christian character, delivered in the Auditorium, and followed by an earnest missionary talk to Y. M. C. A. and Y. W. C. A. workers. This talk was based on the life of Keith-Falconer. Two weeks later, Mr. Cameron Johnson gave his series of stereopticon lectures on China, Japan, and Korea to large crowds in the Auditorium, thereby arousing much interest in missions. Mr. Laflamme, of India, followed him closely, emphasizing strongly the needs of India as a mission field and winning for India many friends.

There are now seven young women who have volunteered for service in the foreign field when their work of preparation here is completed.

Encouraging reports are received from time to time from Mr. and Mrs. Motozo Akazawa, who are actively engaged in mission work in Osaka, Japan.

Among the social features of the term may be mentioned the annual reception given in the Study Hall to the new students. That this welcome was appreciated was proven by the unusually large number in attendance. The serving of light refreshments at the expense of the Association during matriculation and examination weeks has been such a pronounced success that it may be looked upon as a permanent affair, as may also the Tuesday afternoon teas. The Missionary Bee may be termed a social gathering, too, although the Christmas box sent to the Alabama Indians at Kiam, Texas, bears witness that there was some work done that afternoon. The annual picnic given by the Y. M. C. A. and Y. W. C. A. has been declared "the best one yet."

The women students of the University have issued their first calendar. It is printed on white art paper, and is laced with black cord. It contains pictures of special interest to all former students of the University, such as those of the Capitol and the University Campus, Grace Hall, Presidents Prather and Houston, Judge Clark, Professor Taylor, Judge Townes, Dr. Waggener, Major Brackenridge, Mrs. Kirby, and Elizabet Ney.

N. M. H.

This year every fraternity represented at Texas is occupying a chapter house. Delta Chi, the Law fraternity, occupies the house on University Avenue the Chi Omega Sorority had last year, the Chi

The Fraternities. Omegas now being located on Twenty-fourth Street, west of the University. The Phi Kappa Psis have the house on Colorado Street that Dr. Keasbey has had for the past two years. Delta Sigma Phi, the new fraternity installed here last May, has secured very attractive quarters in a new stone house on Twentieth Street. The Beta Theta Pis are this year domiciled on West Twenty-second Street, about four blocks from the University campus. The Alpha Tau Omegas have leased the Rector home on San Antonio Street. The rest of the fraternities have the same quarters they had last year.

Several days before the opening of the University members of the fraternities arrived in town and could be seen at their respective houses getting things in order for the ensuing year. Such promptness in getting the chapter houses into running order is very necessary when it is "open season," by which is meant that the fraternities are free to extend invitations to prospective members as soon as the University opens. The fraternities found their numbers considerably depleted by the failure of many of the older members to return, and their first efforts were directed toward acquiring new members to fill the vacancies made by the absent ones. The rushing, bidding, and pledging was rather strenuous during the first two weeks. By the end of that time the fraternities had secured as many new members as were wanted, and the rushing ceased. After the rushing season came the initiations, which were, of course, carried on very quietly.

The Thanksgiving football game brought many alumni back to the University. Every fraternity had the opportunity of entertaining many of its alumni members. On the Saturday night of Thanksgiving week the Kappa Sigmas entertained their visiting alumni and their friends in the University and in Austin with a most enjoyable dance at Eighth Street Hall.

During the same week the Phi Delta Thetas held their Province convention here. Representatives of their Chapters in Tulane University, Southwestern University, and the University of Mississippi, and of their graduate Chapters at New Orleans and Dallas were in attendance. The delegates were entertained extensively by the Texas Chapter and their many friends. They reported a most profitable and enjoyable meeting.

After the football season was over there was some talk of the fraternities' organizing an inter-fraternity football league. This project fell through, but several of the fraternities organized teams and three or four games were played. The approach of examinations prevented a great deal of interest being taken in the fraternity games, and the whole football project was pretty much of a failure.

T. S. H.

The Reagan Literary Society is studying this year the novels of Charles Dickens. The best known have been selected, and two or three meetings are devoted to each one. "David Copperfield" and "Old Curiosity Shop" have already been completed. During the remainder of the year, these novels are to be studied: "The Tale of Two Cities," "Little Dorrit," "Pickwick Papers," and "Bleak House." The plan adopted for study is that used in the course on the development of the English novel. Each novel is studied for plot, characterization, style, setting, etc.

Women's Literary Societies.

The course of study in the Sidney Lanier Society, as planned for this session, is the life and works of Robert Louis Stevenson. The Fall Term has been devoted to the study of his life, preparatory to a study of his writings in prose and verse. His novels, short stories, essays, and poems will all be taken up in turn, and studied; but Stevenson will be studied especially as a master of style in literary prose. A few of the meetings have been given over to drilling in parliamentary rulings. In addition to the regular course of study, part of the time at each meeting is used in a study of current events. Aside from a literary study, the members of this society are striving toward the establishing of a scholarship in this University.

The Ashbel Literary Society has for the course of study during this session the modern English poets and essayists. The work was planned by an English instructor, and has proved very profitable. During the Fall Term Dobson, Kipling, Frank Stanton, and Stephen Crane have been studied. The rest of the session will be devoted to a study of Stevenson, Burroughs, Andrew Lang, Van Dyke, Riley, Scollard, Edwin Markham, Oliver Herford, Charles E. Russel, Lewis Carroll, Stephen Phillips, and Agnes Repplier. Instead of the usual papers written and read by the members of the Society, each member is required to discuss orally the writer assigned, and to read selections, thus presenting the writer directly.

B. C.

The Social life of the University during the Fall Term of 1907 has had little besides the usual annual functions to enliven it. This term has characteristics of its own that preclude frivolities in a measure. For the fraternity and sorority rushing, this year reduced to a minimum by Pan-Hellenic ruling, still necessarily demands expense and time that might otherwise be devoted to social pleasures.

Social Life of the University.

As usual in the week preceding University work, there was a very informal dance, which reunited old students and introduced many of the newcomers to them. A similar dance was given the next week, but it was poorly attended on account of the "open house" in session.

The first Saturday night in every month is devoted to this observance of open house by the sororities, and from 8 to 11 all the men go the rounds of the chapter houses and call upon their friends. This ceremony

takes the place of the Sunday afternoon calling, which was in vogue last year.

The German Club dances are affairs of such long standing that they need little comment. They occur with considerable regularity every other Saturday night. The Thanksgiving German, given at the Driskill Hotel, went off with the usual splendor and magnificence. It was led by the President of the club, Aaron Pleasants, and Miss Florence Randolph, of this city.

About the week before the Freshman reception occurred, another yearly event which is peculiar to the fall. As was customary, the reception was held at the Woman's Building. Paul Anthony, the Freshman President, led the grand march with Miss Laura Burleson of his class.

The fall just past was witness of a precedent which it is to be hoped will always be followed in the future. This was the Engineers' reception, given at their new building, and comprising a smoker, a dance, and an exhibition of the place. This affair was unique and extremely enjoyable. Oscar Gilcreest led the dance with Miss Drew Staggs, forming the letters "T. E." in the progress of the march.

The fraternity dances also deserve mention. The first of the year was that given by Phi Gamma Delta at their house. Beta Theta Pi and Sigma Nu each followed suit. Later Phi Kappa Psi gave a party at their chapter house, and Phi Delta Theta gave a dance at Eighth Street Hall. Phi Delta Theta also held a Province convention this fall, which was accompanied by theater parties, banquets, and teas. The most elaborate fraternity dance of the year was given by Kappa Sigma to its alumni at Eighth Street Hall. Decorations, programs, and refreshments were all in keeping with the insignia of the organization. Initiatory banquets were given by nearly all the fraternities. Kappa Kappa Gamma gave a reception in honor of Misses Wilmot and Rutherford, and this was the only event of its kind given during this fall. S. G.

On the night of November 22d last the Freshmen held their annual reception. The scene of this function was, as usual, the Woman's Building.

The Freshman Reception.

which had been made more festive in appearance by the addition of palms and other tasteful decorations. Shortly after eight o'clock the Freshmen and their guests began to arrive, and soon the usual crush that one associates with a Freshman reception was in evidence.

After the reception proper, during which the guests were filling their pretty programs, nearly everyone joined in the grand march, led by Mr. Anthony, President of the Freshman Class, and Miss Burleson. It had been feared that Mr. Anthony might be prevented from leading the march, since a favorite prank of the upper-classmen on the night of a Freshman reception is to kidnap the president of the class, but Mr. Anthony cleverly eluded them. The Freshmen and their guests were not, however, entirely to escape from annoyance at the hands of the upper-classmen, who had gathered in front of the building in considerable numbers. Some mild

pleasantries offered the Freshmen by way of greeting as they approached the entrance were followed by pranks of more doubtful taste, as is quite apt to be the case in crowds where an indiscreet minority is only too apt to gain control and bring shame upon the more gentlemanly element. Moreover, in the midst of the dancing the lights were cut off several times for long periods. This was another trick of the upper-classmen. The first perpetration of it might have been considered a good joke, but the continuance of it seriously interfered with the pleasure of many people.

But, in spite of these annoyances, the Freshmen evidently enjoyed their reception, encouraged, no doubt, by the informality of the occasion, where people in full evening dress were not very numerous. Those who danced had the best of the music—though not always an abundance of room—and those who did not dance enjoyed social chat in the parlor. For refreshment excellent fruit punch was served. The reception broke up about one o'clock.

S. R. A.

The Texan, "a semi-weekly newspaper owned and published by the students of the University of Texas," entered its eighth volume at the opening of the present college year. Beginning with this session, it is published every Wednesday and Saturday. In the first issue of the session, which appeared on September 28, we find the following statements: "With this issue *The Texan* will henceforth be a semi-weekly paper. The change from an eight-page, four-column weekly to a four-page, five-column semi-weekly is a bold move on the part of the management. But the expansion of the many departments and student enterprises of the University has justified it. *The Texan* will now be better qualified to serve the University public and represent the various student enterprises. The change will necessitate an increase in the charge for subscriptions and advertisements." The subscription price was raised from \$1.25 to \$1.50 and the editorial staff was increased early in the session.

In the first issue we find the following board of editors named: Eugene L. Harris, Editor-in-Chief; F. L. Ramsdell, Manager; Hardie L. Davis, Assistant Manager. At the meeting of the Students' Association held in the spring of 1907, Douglas A. Skinner was elected Editor-in-Chief. He was unable to return to the University, however, and addressed his resignation to President Cobb during the summer. Eugene L. Harris was appointed temporary Editor-in-Chief at the opening of the present session, and his appointment was ratified by the Students' Council. Hence, the first number of the '07-'08 *Texan* was edited by Mr. Harris as temporary editor, the manager, and the assistant manager. A Board of Associate Editors was soon appointed, consisting of the following members: Louise Temple, Lorena Middlebrook, Harbert Davenport, N. P. Morrow, Paul L. Haynes, W. A. Philpott, H. L. Yates, Ben Dyer, Leon Goodman, J. Robert O'Connor, R. R. Smith, Martin Quaid.

This Board of Editors continued in office until the meeting of the Stu-

dents' Association on October 15, 1907. At this meeting Eugene L. Harris was elected Editor-in-Chief for the present session. In the issue of October 19 we find the following Board of Editors, which is to continue through the present session: Eugene L. Harris, Editor-in-Chief; Herbert L. Yates, Assistant Editor-in-Chief; Harbert Davenport, Athletic Editor; J. Robert O'Connor, Assistant Athletic Editor; F. L. Ramsdell, Manager; Hardie L. Davis, Assistant Manager; Louise Temple, Lorena Middlebrook, N. P. Morrow, Paul L. Haynes, W. A. Philpott, Ben Dyer, Leon Goodman, R. R. Smith, M. B. Woods, Martin Quaid, Associate Editors. In the same issue we read: "The personnel of the *Texan* staff has been completed. Its members are all representative students of the University and have the best interests of the University at heart." The Board of last year consisted of eleven; this year it consists of sixteen.

It would be a difficult and an odious task to decide whether this year's or last year's *Texan* is the better, and this is a question which had best be passed over here. It is interesting, however, to note some of the more prominent features that this year's *Texan* shows.

In the first place, the *Texan* of '07-'08 is larger than its predecessor, having five columns to a page instead of four. This change is a good one and a most marked improvement. It gives room for a greater amount of news and improves the appearance of the paper. In the next place, illustrating has been attempted. The illustrations have been very few and far between, but their appearance marks an advance and opens an avenue of improvement. Again, the headlines of this year's *Texan* are larger and more prominent than those of the *Texan* of last year. As long as this enlargement of headline type is kept within bounds it is wise, but when it becomes suggestive of sensationalism, as it seems to be in some cases, it lowers the standard of the paper. The amount of news published is large, and space-fillers are not greatly in evidence. The amount of attention paid to athletics has been very great, and much space has been given to this popular branch of college activity. A "University Calendar" has been introduced,—a small but useful addition. The "Personals" have tended to diminution, as have the "Radiator" contributions. Advertisements have been multiplied.

The University of Texas Magazine entered its twenty-third volume at the opening of the present session. At the beginning of the year the following announcement concerning it appeared in *The Texan*: "*The University of Texas Literary Magazine* has no apologies to make to the student body, neither for its existence nor for its present outlook. It realizes that it is a publication supported and appreciated by the best literary talent in the University, and as long as it continues to keep company with the best it has no complaint to make. The editors, the printers, and the manager have arranged to have the *Magazine* appear strictly on time each month, and they promise to put out the very best publication that has ever been placed in the hands of the student body." The issues of the *Magazine* average about fifty pages in length and show the usual variety of contents,—stories, reviews, occasional articles, verse, editorials, ex-

changes. A white, simply-marked cover has characterized the *Magazine* this year.

At the meeting of the Students' Association held in the spring of 1907 Floy Perfect was elected Editor-in-Chief of the *Magazine*. She was unable to return to the University, however, and sent in her resignation to President Cobb during the summer. Norma Egg was appointed temporary Editor-in-Chief, and this appointment was ratified by the Students' Council. Magnus Mainland was elected Manager of the *Magazine* at the spring election. He, also, was unable to return to the University, and sent in his resignation. C. S. Davis was appointed temporary Manager at the opening of the session, and this appointment was ratified by the Students' Council.

These officers, with the permanent Board elected the previous spring, acted as temporary Editor and Manager until the meeting of the Students' Association on October 15, 1907. At this meeting they were elected regular and permanent Editor-in-Chief and Manager. The present Board of Editors of the *Magazine* is as follows: Norma Egg, Editor-in-Chief; Robert Stayton, Assistant Editor-in-Chief; Mamie Searcy, Exchange Editor; Marion Bliem, Bessie Cochran, Kate Harris, George Sears, Frank Feuille, R. R. Smith, Arnold Romberg, Associate Editors; Chas. S. Davis, Business Manager.

The *Magazine* is to be congratulated this session. It is a success. "The business manager is especially to be commended, for the work in his line is far superior to anything done last year." The material published ranges from the veriest space-fillers to stories and verse of unusual merit. In a good many of the stories is seen the absence of an accurate delineation of human nature and life as these exist in the world outside, as a review of one of the issues points out, but this is not remarkable. The verse, as far as it goes, is, as a rule, excellent. The editorial department has been made much of, and some good things have appeared in it. On the other hand, some of the editorials have been open to criticism and might have been spared by the readers of the *Magazine*. The appearance of the *Magazine* is pleasing, and we would not wish to see the white cover changed.

"The Editor-in-Chief of the *Magazine* has the most trying task of anyone filling a student position. People are sensitive about the pet creations of their brains, and, if one of their contributions be turned down, many refuse to offer another. Others, perfectly incapable of helping, indulge in pointless criticisms instead. Out of the general sameness of conventional stories and ebullitions of sophomoric sentiment the editor is, no doubt, hard put to it to select enough valuable material for her purposes."

The *Cactus* of '07-'08 is "all in the making," and, barring the intervention of inevitable accident, will be placed in the hands of its subscribers on the 10th day of May, 1908. It is in the hands of the following board: Ireland Graves, Editor-in-Chief; W. F. Krah, Business Manager; McFall Kerbey, Literary Editor; Helen Knox, W. A. Philpott, Athletic Editors; Dorothy Howell, Eleanor Buckley, Lena Amsler, Dolly Bell

Rutherford, Thomas J. Williams, R. R. Smith, Thomas Holden, H. L. Yates, J. P. Dinsmore, Associate Literary Editors; Lucian G. Henderson, L. D. Crawford, Art Editors; L. H. Feldhake, Assistant Business Manager.

At the meeting of the Students' Association held on October 15, an amendment of the constitution of the Association was adopted which was to the effect that the number of members of the *Cactus* Board should be changed from eleven to fifteen, the extra members to be appointed by the Editor-in-Chief.

Naturally enough, we may expect Volume XV of the *Cactus* to be to some extent patterned after, and in some respects very similar to, the usual run of *Cacti*. The fact has been recognized, especially during the last two years, since the student body has been assuming such large proportions, that for the *Cactus* to perform its most important function, the preserving of a record of the memorable events of the college year in a volume of convenient and reasonable size, the book has come to be very largely a mere record of statistics, portraits, etc., and such must needs be. But, in spite of this, the current *Cactus* Board has resolved to make this particular edition equally interesting from literary and artistic standpoints.

The Board has a threefold aim: first, to make the book of equal interest to *all* classes of students: secondly, to put into it some things which will make it attractive to the Alumni and the Alumnae as well as to the students; thirdly, to see that the mechanical execution, the printing and engraving is of such an order that the book will be both tasteful and substantial in its makeup.

The dedication is a mark of appreciation on the part of the students of the service and labors of a man who, for more than a decade, has done much toward the up-building and advancing of our *alma mater*.

With regard to the art features, there will be something of a change of policy. The usual number of color poster pages will be reduced by one-half; most of the class designs, title pages, etc., will be in black and white, and the money that might be spent on the reproduction of a large number of color pages will be concentrated on seven or eight color pictures. The art work will be strictly amateur without being amateurish.

The outcome of the election which resulted from the "Questionnaire" will be published in the book in detail, and, judging from the curiosity which has already been manifested, will furnish quite an interesting feature.

There is much that might be said about the contents of the '07-'08 *Cactus*, but the more that is left unsaid, the greater will be the surprises that the volume will contain. Therefore, there is much that will not be divulged until the pages of the *Cactus* appear to speak for themselves.

The price of the book will be the same as it was last year. The Business Manager, W. F. Krahle, will be ready to receive orders for copies early in February. The price need not accompany the order, but may be paid on delivery of the copy ordered. To be sure, however, of securing a copy,

it will be best to put in the order at an early date, as only enough books will be printed to fill the demand indicated by the subscriptions.

W. O. K.

ATHLETICS.

Assisted by L. W. Parrish, last year's captain and a law student, and by Mr. Householder, Tutor in History, Professor Metzenthin, of the

The Football Season of 1907.

School of Germanic Languages, has turned out an excellent team and made as good use of the material that he had to work with as any coach in the history of the University. The team has played clean ball, and was penalized for holding an astonishingly small number of times. Before the second A. and M. game it was supposed that speed was the chief merit of the team, but the Thanksgiving game showed that the team had been underrated in other respects. The playing of both teams in this final struggle averaged well, and only at the end of the game was Varsity able to make serious inroads into A. and M.'s line. The fact that A. and M. has become a very worthy rival is a matter for congratulation among those interested in intercollegiate athletics in Texas, the interest excited producing revenues sufficient to run athletics a little more comfortably than in years past.

The schedule was as follows:

October 12.—Texas 0, A. and M. 0, at Dallas.

October 19.—Texas 12, Louisiana 5, at Austin.

October 25.—Texas 45, Haskell 10, at Austin.

October 30.—Texas 26, Arkansas 6, at Fayetteville.

November 2.—Texas 4, Missouri 5, at Columbia.

November 9.—Texas 27, Baylor 11, at Austin.

November 15.—Texas 29, Oklahoma 10, at Austin.

November 28.—Texas 11, A. and M. 6, at Austin.

The Scrubs this year played a regular schedule as follows:

October 12.—Scrubs 0, St. Edward's 0, at Austin.

October 26.—Scrubs 11, Dallas Turnverein 2, at Dallas.

November 2.—Scrubs 6, St. Edward's 6, at Austin.

November 8.—Scrubs 17, D. and D. 6, at Austin.

November 15.—Scrubs 0, W. T. M. A. 0, at San Antonio.

November 20.—Scrubs 6, St. Edward's 6, at Austin.

November 28.—Scrubs 11, W. T. M. A. 5, at Austin.

The Varsity squad has this season been familiarly known as Metzenthin's Pets, while the Scrubs have rejoiced in being called Householder's Invincibles. To the following men of the Varsity squad T's, gold footballs, and sweaters, were voted by the Athletic Council: Duncan (captain), Feldhake, Jones, Vickers, Caldwell, R. Ramsdell, F. Ramsdell, Dyer, Slaughter, Krah, Stieler, Harley, Lacey, Rather (Manager), and Metzenthin (Coach).

T. A. A.'s and jerseys were voted to the following men, mainly members

of the Scrub team: Barclay, Goodman, Hannah, Lipscomb, Kennard, Porch, Harold, Russell, Bart Moore, W. P. Walker, Lockett, H. Duncan, Leonard, K. Krah, Monteith, Estill, Temple.

The class games this year excited more than the usual amount of interest. The Sophomores defeated the Freshmen 5 to 4, and won the class championship by defeating the Juniors 12 to 4. The Juniors had previously played the Seniors 0 to 0 and 4 to 0.

The visit of the team to Columbia, Mo., where bleachers had just been erected by student contributions and labor, led to a similar activity here.

**The Bleachers
and the Banner.**

A few energetic and interested students set the matter moving; badges marked "T Bleachers, 1907" were printed in orange on white ribbon; a mass meeting was held November 14, and the necessary enthusiasm generated. A large banner was made by some of the girls at the Woman's Building, and was auctioned off the night of the rally to the highest bidder. The Law and Engineering Departments had held secret meetings before the rally and locked horns at the auction. As the bids rose in amount, so did the excitement, the Engineers finally getting the banner for \$325, putting the Laws, like Satan, under their feet.

Some seven hundred badges were sold at 50 cents each, so that the total raised at the rally was about \$675. The Engineers, working by classes, aided to some extent by the Junior Laws, constructed the bleachers, with Mr. J. H. Keen as chief boss, there being a swarm of carefully selected subsidiary bosses. There was a good deal of fun mixed with the hard work, lookers on and shirks being summarily "boarded," while those members of a class which failed to report were dealt with next day in a manner satisfactory to the class, if not to themselves.

Thus the new bleachers were constructed, and the seating capacity of Clark Field increased from 700 to 2000, the Athletic Association paying about \$135 to finish the bleachers north of the old grandstand. Even the new seats, along with some 500 temporary ones, were insufficient to accommodate the crowd at the Thanksgiving game.

The football season of 1907 was remarkably successful financially, as is shown by the statement given below. By vote of the Council \$1000 of the balance has been set aside as a reserve for the 1908

Finances.

football season, the remainder of the balance being available for the other sports this session.

The tennis financial regulations have been slightly changed, the annual student dues being \$3 instead of \$2, as heretofore, the Faculty dues being \$5, as usual. Two new courts have been constructed, making fourteen in all. The income from tennis dues will be about \$375.

Statement.

Game.	At Gate.	Trip or Manager.
A. and M.	\$1,064 75	\$ 289 85
Louisiana	232 25	300 00
Haskells	1,193 00	750 00
Arkansas	350 00	1,094 83
Missouri	500 00	
Baylor	139 35	
Oklahoma	641 50	400 00
A. and M.	3,689 25	1,773 75
St. Edward's
Dallas Turners	176 50	201 50
St. Edward's	47 40	17 70
D. and D.	44 50	10 00
W. T. M. A.	55 00	74 90
St. Edward's	15 00	6 25
W. T. M. A.	14 00	50 00
Maintenance	619 30
Equipment	586 63
	<hr/>	<hr/>
	\$8,162 50	\$6,324 71

H. Y. B.

The Handbook of Athletics, being now several years old, is in need of revision, and the Athletic Council has voted to appoint different committees to revise various portions of it and to report back to the Council for final action. The revised book will be printed some time in the spring.

The Handbook.

ALUMNI NOTES.

Miss Jessie Andrews, B. Lit., '86, took the Ph. M. degree at the University of Chicago in the summer of 1906.

W. H. P. Hunnicutt, B. S., '88, the first Engineering graduate of the University of Texas, is in charge of the drafting department of the General Land Office, Austin.

Dr. James R. Bailey, B. A., '91, Associate Professor of Chemistry, was married December 18, 1907, at Austin, to Mrs. Rosine Mayo Park, of Austin.

H. R. R. Hertzberg, LL. B., '92, journalist of New Orleans, has recently published a book of verse called "Lyrics of Love."

1895.

U. S. Ellingson, C. E., is in charge of some mining surveys at Durango, Mexico.

Miss Jessie Lyons, B. A., took the M. A. degree at the University of Chicago in 1906. She taught English Literature during the Fall Term of 1906 at Oxford College, Ohio, but resigned that work in the spring to become Professor of English Literature in the Peabody College for Teachers, Nashville, Tennessee.

Miss Lilia Casis, B. A., M. A. '96, Adjunct Professor of Spanish, has leave of absence for the year 1907-08, which she is spending abroad, chiefly in France and Spain.

Miss Helen Hornsby, B. Lit., '95, teacher of German at the Southwest Texas State Normal School, at San Marcos, spent the past summer abroad, visiting Germany, France, Spain, and Italy.

1896.

Fritz Reichmann, C. E., is Superintendent of Weights and Measures for the State of New York, and is located at Albany.

N. D. Smith, C. E., is in the coal and ice business with A. J. Zilker, Austin, Texas.

Miss Annie Forsgard, B. Lit., is teaching Latin in the Waco High School.

Robert C. Clark, B. A., M. A., '01, is Professor of History in the University of Oregon, *ad interim*, filling the place of Prof. Schaefer, who has leave of absence for the year. Mr. Clark's Ph. D. thesis, University of Wisconsin, will appear soon as a University of Texas Bulletin.

1897.

Miss Florence P. Lewis, B. A., M. A., '98, Tutor in Pure Mathematics, is doing graduate work at Johns Hopkins University this year.

Harry S. Brown, B. A., is pastor of the First Presbyterian Church in East Cleveland, Ohio.

1898.

Miss Eula Cobb, B. A., is teaching English in the El Paso High School.

Franz J. Dohmen, B. Lit., Honorary Lecturer in Mathematics, is doing graduate work at Harvard.

R. D. Parker, C. E., is resident engineer of the H. & T. C. at Ennis.

Miss Mabel Brooks, B. Lit., M. A., '01, is a student of Bibliography and Spanish in the University of Texas.

Henry G. Howard, B. A., M. A., '98, is permanently located in the Presbyterian mission station at Sangli, Western India.

Will T. Decherd, B. Lit., LL. B., '00, was married on December 26 to Miss Kate Jenkins, B. A., '04, of Bastrop, Texas.

Miss Robbie Davis, B. S., M. D., '01, was married last summer to Dr. John W. Matlock, B. S., '98, M. D., '01. They are living at Arlington, Texas.

1899.

Eugene C. Barker, B. A., M. A., '00, Instructor in History, is at Harvard working up his thesis for Ph. D., which he expects to take soon at the University of Pennsylvania.

Miss Gertrude Knight, B. A., '99, was married at Midland, Texas, in the spring of 1907, to Mr. Henry Vaden. They are living on a ranch near Midland.

1900.

E. E. Howard, C. E., is with Waddell & Harrington, bridge engineers, at Kansas City, Missouri.

E. T. Miller, B. A., M. A., '01, is pursuing graduate work at Harvard University. He has recently published an article in the *Quarterly Journal of Economics*.

Walter C. Dibrell, C. E., has been with the United States Coast and Geodetic Survey since his graduation, and has had charge of work in Porto Rico, the Philippines, and other insular possessions.

Louis Knox, B. S., was appointed Fellow in Chemistry in the University of Chicago in June, 1907, and was promoted to the Lowenthal Fellowship in Chemistry in October, 1907.

Miss Annie C. Hill, B. Lit., is Assistant in the Houston Lyceum and Carnegie Library, Houston, Texas.

1901.

Royal G. Smith, LL. B., lawyer at Colorado, Texas, has been recently elected mayor of his town.

Miss Lucy E. Fay, M. A., '01, is studying in the State Library School at Albany, N. Y.

Miss Margaret Holliday, B. S., M. S., '02, M. D., '06, is practicing medicine in Austin. She has very recently established a home for defective children, having bought for the purpose the property lately occupied by the Presbyterian Theological Seminary in the eastern suburbs of the city.

Robert L. Moore, M. A., '01, is Preceptor in Mathematics in Princeton University.

1902.

F. W. Cater, C. E., is in the Reclamation Service of the United States, and is located at Nogales, Arizona.

Charles S. Potts, B. A., M. A., who has been since his graduation at A. and M. College, is studying Law and instructing in Political Economy in the University of Texas.

Conrad Schuddemagen, B. S., M. S., '04, has been reappointed to a Fellowship at Harvard University. An article recently published by him has attracted much attention among scientists.

Miss Olatia Crane, B. Lit., M. A., '03, is Tutor in Spanish in the University of Texas.

Miss Ethel Zivley Rather, B. A., M. A., '03, has completed the resident

work required for the degree of Ph. D. at Yale. She will be in Austin this winter working up her thesis from the sources in the State Library.

Harry P. Steger, B. A., M. A., '04, second Rhodes Scholar from Texas, resigned his scholarship at the end of his second year, and is now doing journalistic work in New York City.

J. Barry Benefield, B. Lit., who gave up a lucrative position on the reportorial staff of the *New York Times* last fall to begin the course in law in the University of Texas, resumed his position with the *Times* in the spring, trouble with his eyes having discouraged him in his ambition to take the law degree here.

Mrs. Mattie Austin Hatcher, B. Lit., M. A., '03, is engaged in cataloguing and indexing the Spanish and other archives in the possession of the University of Texas. At present she is working on the Austin papers.

1903.

Ernest Anderson, B. S., M. S., '04, held the Lowenthal Fellowship in Chemistry in the University of Chicago for two years. He was promoted in the spring to be Assistant Professor of Quantitative Analysis in the University of Chicago.

R. B. Gillette, C. E., is at Hurricane Shoal on the Trinity River, superintending the construction of locks on that river.

A. A. Cother, C. E., is with the Chicago & Northwestern Railroad Company, Chicago.

T. J. Palm, C. E., is with the government engineers on the Trinity River, below Dallas.

N. T. Blackburn, C. E., is with the United States War Department on harbor work in the Galveston district.

Clyde F. Elkins, LL. B., was married in Austin, July 2, 1907, to Miss Eula Hill, B. Lit., '98. Their home is in Haskell, Texas.

Geo. C. Embry, B. Lit., who has been teaching in the English Department at A. and M. since his graduation, has returned to the University of Texas as Instructor in English, and student in the Law Department.

Dr. Henry F. Kuehne, B. S., '03, now practicing medicine in Dallas, was married in Austin, December 31, 1907, to Miss Pansy Alexander, also an ex-student of the University.

Miss Gertrude Lippelt, B. S., resigned her place as German teacher in the Austin High School this fall, to become the German teacher in the Dallas High School.

Robert Knox, B. A., was married at Galveston, Texas, September 11, 1907, to Miss Mae Phila Borden, B. A., '07. They have reached their home in Chunju, Korea, and will take up, as soon as possible, their joint missionary labors there.

Miss Ilse Frischmeyer, B. Lit., is this year candidate for M. A. and Tutor in German in the University of Texas.

1904.

James F. Johnson, B. S., is Superintendent of Schools, Lockhart, Texas.
Miss Edna Anderson, B. A., of Houston, is teaching Latin in the Houston High School.

Stanley Royal Ashby, B. A., first Rhodes scholar from Texas, has completed his course at Oxford University, taking the B. A. degree, and is now Instructor in English in the University of Texas.

Miss Ethel Oliphant, B. A., of Waco, was married last spring to Mr. Sam Porter, of Colorado. Their home is near Denver, Colorado.

L. C. Robertson, B. S., is at Katalla, Alaska, working for a mining firm.

W. F. Martin, C. E., is with the United States Reclamation Service, on the Colorado River, somewhere in Arizona.

Bennie Leon Glascock, B. S., Tutor and Storekeeper in Chemistry in the University of Texas for the past three years, now holds the Harrison Fellowship in Chemistry in the University of Pennsylvania.

John R. Swenson, M. A., '04, has been elected professor in the North Texas State Normal School at Denton, Texas. He was recently married to Miss Jennie Bickler, of Austin.

George G. Wickline, C. E., is assistant city engineer of Los Angeles, California.

Miss Mary Peck Jones, B. A., '04, was married in Austin, January 1, 1908, to Mr. Walter B. Hull, of Mexico City.

1905.

H. D. Mendenhall, C. E., was married on the 18th of December to Miss Summerlin.

H. C. Lallier, C. E., is located at Denver, Colorado, in the general practice.

Walter S. Pope, B. S., LL. B., '07, is practicing law in Anson, Jones County.

Miss Grace Prather, B. Lit., has returned to the University as Assistant in the Library, to fill the vacancy left by the resignation of Miss Willie Davis.

O. L. Sims, C. E., known as "Sunny Jim," is with his father at Paint Rock, Texas. He attended the Engineers' annual reception this fall, on the 5th of December.

Carl Bluecher, B. S., C. E., '06, and Conrad Bluecher, B. S., are with their father in the general practice of Engineering, at Corpus Christi, Texas.

Clarence Weller, B. A., is teaching Latin in the San Angelo High School.

Sam J. Maas, C. E., is assistant city engineer of Galveston, Texas.

Plumer Smith, C. E., is a student at the Boston School of Technology.

L. W. Anderson, C. E., was married at Austin, in June, 1907, to Miss Ollie Prewitt, B. A., '07. They are "keeping house" in their home at Dallas, Texas.

W. W. Vann, C. E., is with an irrigation company at Mercedes, in Cameron County.

W. J. Powell, C. E., is doing hydrographic work for the United States Navy in Cuba.

W. E. Elam, C. E., is working for the Board of Mississippi Levee Commissioners, located at Greenville, Mississippi.

Motozo Akazawa, B. S., is located at Osaka, Japan, and is engaged in missionary work. He has recently married Miss Oshiko, who has taken charge of the kindergarten department connected with his work.

E. W. Breihan, B. S., is the teacher of Mathematics in the Austin High School.

W. C. Vernon, B. S., is Tutor in Pure Mathematics in the University.

N. D. Shands, C. E., is at Lufkin, Texas, a member of the firm of McCarthy, Starnes & Company.

A. C. Amsler, C. E., is engaged in city engineering work in Monterey, Mexico.

Miss Lily Bess Campbell, B. S., M. A., '06, is Scholar in English in the University of Chicago. Her master's thesis has recently been published as a University of Texas Bulletin.

J. W. Calhoun, B. A., is this year a graduate student of Mathematics at Harvard University.

1906.

R. R. Foster, M. E., is working for the Rayo Mining Company, at Santa Barbara, Chihuahua, Mexico.

William B. Hicks, B. A., succeeded Mr. Glascock as Tutor and Storekeeper in Chemistry in the University.

Adrian Pool, B. S., LL. B., '07, is practicing law in Abilene.

Edward Crane, B. Lit., LL. B., is with his father in the practice of law, at Dallas.

Miss Lillian J. Walker, B. A., of Austin, is teaching in the State Institution for the Blind, Austin.

Miss Nancy Lee Swann, B. A., after a year in a Bible training school in New York City, is engaged in Y. W. C. A. city mission work as Bible secretary, in Minneapolis, Minnesota.

G. B. Finley, C. E., is with the Cotton Belt, and is located at Greenville, Texas.

Hugo Kuehne, C. E., is in his senior year in architecture at the Boston School of Technology.

H. H. Fox, C. E., is with the firm of Waddell & Harrington, bridge engineers, Kansas City, Missouri.

Olaf Ellingson, C. E., is Instructor in Drawing in the University of Texas.

John W. Pritchett, C. E., is on city engineering work in Monterey, Mexico.

W. T. Lee, Jr., C. E., has been working for the Bluechers, at Corpus Christi.

Miss Katherine Searcy, B. Lit., is a student in the State Library School at Albany, New York.

Miss Luella Fonda, B. A., is teaching German in the Austin High School.

Miss Viola Mizell, B. A., is teaching English and German in the Mexia High School.

John H. Keen, B. A., is Tutor in Philosophy, University of Texas.

1907.

Alcan Hirsh, B. A., is Fellow in Electro-Chemistry in the University of Wisconsin, and is pursuing work towards the degree of Chemical Engineer.

Louis Jacoby, B. A., is in the Massachusetts Institute of Technology, studying towards the degree of Electrical Engineer.

Otto Taub, LL. B., is practicing law in Houston, in partnership with Dr. Samuel Peterson, formerly Adjunct Professor of Political Science and Law in the University of Texas.

R. J. Williams, C. E., and J. G. Holman, C. E., are at La Paz, Bolivia, on the Bolivian Railroad Survey.

G. G. Edwards, C. E., is working with the city engineer of Houston.

Thomas H. Shelby, B. A., is Principal of the Hubbard City High School.

Miss Willie Davis, of Reagan, Texas, is Librarian at the A. and M. College.

M. M. S.

THE TEXAS ACADEMY OF SCIENCE.

The first meeting of the Texas Academy of Science for the year 1907-1908 was held in the Engineering Building of the University of Texas on Friday, October 25, 1907, at 8:15 p. m. Dr. James E. Thompson, Professor of Surgery in the Medical Department at Galveston, delivered the Presidential Address, taking for his subject "The Restrictive Processes of the Human Body." This paper, which commanded the closest attention, was discussed by Dr. F. E. Daniel and others.

On Friday, November 15, 1907, the second meeting of the year was held. Professor E. C. H. Bantel read an instructive paper entitled "Local Sewage and River Pollution"; Mr. Harlan H. York, Instructor in Botany, presented some "Notes on the Mistletoe," and Dr. L. M. Keasbey delivered an address on "Our Present Knowledge of Aboriginal Man."

At the meeting held Friday, December 6, 1907, scientific notes—"Professor Ramsey's Transformation of the Metals," by Dr. E. P. Schoch, Vice-President of the Academy, and "A New Apparatus for the Electrolysis of Hydrochloric Acid," by Mr. J. B. Lewis—were followed by an illustrated lecture on "The Making of a Sheet of Paper," by Dr. William T. Mather.

The meeting of January 3, 1908, included "Observations on the Numerical Relation of the Sexes," by Dr. Thomas H. Montgomery, Jr., and a paper upon "The Correct and Efficient Education of the Negro," by Principal James E. Pearce of the Austin High School.

On Friday evening, January 24, 1908, in the University Auditorium, Mr. Howard Evarts Weed, a professional landscape gardener, from Chicago, gave an illustrated lecture on "Civic Improvements," showing the changes wrought by beautifying not only public buildings and grounds, but the smaller dwellings and house lots. Mr. Weed especially emphasized the fact that much of beauty may be obtained at small expense and urged upon his hearers to cultivate a taste for better home surroundings.

F. W. S.

THE TEXAS STATE HISTORICAL ASSOCIATION.

Since the last RECORD was published, three numbers of the *Quarterly* have come from the press, a rather peculiar circumstance, in that both periodicals are presumed to issue once every three months. We are led to observe that the *Quarterly* still experiences difficulty in getting out on time. The reason for this is probably largely with the printers. There may have been minor delays with the copy, but the greatest evil seems to be that the printers put aside work on the *Quarterly* for contracts which they are compelled to rush.

The *Quarterly* for April, 1907, being number 4, volume X, contains four leading articles. "A Glimpse of Albert Sidney Johnston Through the Smoke of Shiloh," by J. B. Ulmer, is a reminiscent narrative of the experiences through which the writer passed as a member of Company C, Wirt Adams' Cavalry, from his enlistment through the Battle of Shiloh. Our honor and respect for General Johnston are increased by the glimpses given of him on the eve of the great battle in which he lost his life. The second article, "Spanish Mission Records at San Antonio," by Dr. H. E. Bolton, is a brief, succinct, and well-organized statement of the number, contents, and value of the records still preserved of the missions of San Antonio de Valero, which included San Francisco Solano, San José de Aguayo, Nuestra Señora de la Purísima Concepción, San Juan Capistrano, San Francisco de la Espada, and San Xavier de Náxera. The records are largely of baptisms, marriages, and burials. Their principle value is to clear up the history of the last-named mission, and the related group founded later on the San Gabriel, and to furnish ethnological data for classifying various tribes. The third article is a continuation of the "Study of the Route of Cabeza de Vaca," by James Newton Baskett. Much evidence is presented tending to show that the true route touched the Rio Grande at the mouth of the Concho, went up that river to Rincon, thence west to the Sonora, down that river to Ures, and from there southeastward through Culiacán and Compostella, to Mexico City. There is also a review of what has been done on this very interesting subject, and the related one, the route of the Cornado Expedition. The last article is a well-written biographical sketch of "Captin Martin McHenry Kenney," by Charles W. Ramsdell. This number also contains an interesting letter

from Mary (Mrs. Moses) Austin, and one from Joshua H. Davis while serving in the Army of the Early Republic.

The *Quarterly* for July, 1907 (Vol. XI, No. 1), contains "General Austin's Order Book for the Campaign of 1835," "Reminiscences of Reconstruction Days in Texas," by T. B. Wheeler, and a biographical sketch of "Elizabeth Bullock Huling—A Texas Pioneer," by Adele B. Looscan. The order book of Austin possesses the highest value. All of the orders given during the campaign which he led are reproduced, many of them from the originals in Austin's handwriting. They all possess great interest, and thoroughly refute any charge of half-heartedness on the part of Austin. This is particularly true of one given the 21st of November for the storming of Bexar, which had to be withdrawn because the army was unwilling. The second article tells of difficulties between the Davis and Coke governments by an eye-witness, who was then mayor of Austin and had a large share in the proceedings. The harsh method of dealing with prisoners during Reconstruction Days is also brought out in a description of the "Bull Pen," with the fate of certain men imprisoned there. The biographical sketch tells of the trials women were forced to undergo during the early days in Texas. Under "Notes and Fragments" is given an interesting account of the old G., H. & H. R. R.

The *Quarterly* for October (Vol. XI, No. 2), contains the "Records of an Early Baptist Church in Texas" and a letter throwing "New Light on the Tampico Expedition." The record of the Baptist Church is taken from the church book of the Pilgrim Predestinarian Regular Baptist Church of Jesus Christ, organized in Crawford County, Illinois, in 1833, and removed to Nacogdoches County, in Texas, in 1835. It is probably the oldest Baptist church in Texas. The record contains the articles of faith, a list of members, and the proceedings down to 1847. The letter relative to the Tampico Expedition is from an officer in that undertaking, George Dedrick, to his wife in Philadelphia, and was written from Goliad, February 22, 1836, less than a month before the massacre in which the unfortunate writer was said to have been a victim. It gives a narrative account of the whole expedition, the loss of the schooner, the march to Tampico, the fight there, and the retreat.

F. W. H.

THE UNIVERSITY OF TEXAS BULLETIN

GENERAL SERIES

1. *The University of Texas Record*, vol. v, no. 3, March, 1904.
2. *Alumni Notes*. 13 p., March, 1904.
3. *Some Wholesome Educational Statistics*, by W. S. Sutton. 12 p., illus. March, 1904. 10 cents.
4. *Courses of Study in Law Pursued in the University of Texas*, by J. C. Townes. 16 p. March, 1904. Out of print.
5. *Notes Concerning the Progress of the University*, by Wilson Williams, Registrar. 3 p., 1904. Out of print.
6. *The University of Texas Record*, vol. v., no. 4, July, 1904.
7. *The Consolidation of Rural Schools*, by Una Bedichek and G. T. Basskett. New edition, enlarged by A. C. Ellis. 85 p., illus. Nov., 1907. 25 cents.
8. *The Pride of Texans and Their University*, by T. H. Montgomery, Jr. 5 p. November, 1904. Out of print.
9. *Letter to Alumni Regarding the Proposed Law School Building*. 2 p. December, 1904. Out of print.
10. *Views of the University of Texas*. 42 p., illus., n. d. 20 cents.
11. *What Should be Done by Universities to Foster the Professional Education of Teachers?* by W. S. Sutton. 24 p. 1905. 15 cents.
12. *The University of Texas Record*, vol. vi, no. 1, February, 1905.
13. *School Buildings*, by A. C. Ellis and Hugo Kuehne. 119 p., illus. pl. June, 1905. 30 cents.
14. *The University of Texas Record*, vol. vi, no. 2, September, 1905.
15. *The Teaching of Agriculture in the Public Schools*, by A. C. Ellis. 56 p., illus. December, 1906. 25 cents. Out of print.
16. *A Study in School Supervision*, by Carl Hartman. 180 p. 1907. 50 cents.

HUMANISTIC SERIES

1. *The Trans-Isthmian Canal: a Study in American Diplomatic History (1825-1904)*, by C. H. Huberich. 31 p. March, 1904. 25 cents. Out of print.
2. *The Evolution of "Causa" in the Contractual Obligations of the Civil Law*, by Samuel Peterson. 24 p. January, 1905. 25 cents. Out of print.
3. *De Witt's Colony*, by Ethel Z. Rather. 99 p., 4 maps. 1905. 35 cents.
4. *Some Fundamental Political Principles Applied to Municipal Government*, by Samuel Peterson; and *Evans University Prize Orations*, by A. D. Robertson, K. S. Dargan, Jr., Edward Crane, R. J. Channel. 39 p. June, 1905. 15 cents.
5. *The Grotesque in the Poetry of Robert Browning*, by Lily B. Campbell. 41 p. April, 1907. 25 cents.
6. *The Beginnings of Texas*, by R. C. Clark. In press.

THE UNIVERSITY OF TEXAS BULLETIN

SCIENTIFIC SERIES

- 1-4. *Contributions from the Zoological Laboratory of The University of Texas.* Reprints from various journals. 1904-05. Out of print. Later contributions appear in the Reprint Series.
5. *Test of a Vertical Triple Expansion High-Duty Pumping Engine in Operation at the Water Works, San Antonio, Texas,* by A. C. Scott. 52 p., illus. pl. June, 1905. 35 cents.
6. *Vegetation in the Sotol Country in Texas,* by W. L. Bray. 24 p., pl. June, 1905. 25 cents.
7. *Observations on the Habits of Some Solitary Wasps of Texas,* by Carl Hartman. 72 p., pl. July, 1905. 25 cents.
8. *The Protection of Our Native Birds,* by T. H. Montgomery, Jr. 30 p. October, 1906. 25 cents.
9. *The Austin Electric Railway System,* by members of the Senior Class in Electrical Engineering, 1906. 123 p., illus. pl. 1906. 50 cents.
10. *Distribution and Adaptation of the Vegetation of Texas,* by W. L. Bray, 108 p., pl. map. November, 1906. 35 cents.
11. *A Sketch of the Geology of the Chisos Country,* by J. A. Udden. 101 p. April, 1907. 50 cents.

REPRINT SERIES

1. *A Semantic Study of the Indo-Iranian Nasal Verbs,* by E. W. Fay. From the American Journal of Philology, 25:369-389 and 26:172-203, 377-408. March, 1906. Out of print.
2. *Contributions from the Zoological Laboratory of the University of Texas.* From various journals. May, 1906. Out of print.
3. *Latin, Greek, and Sanskrit Word Studies,* by E. W. Fay. From various journals. November, 1907. Out of print.
4. *Spelling and Arithmetic,* by C. Yeidel. From the Southern Educational Review, October-November, 1907. 8 p. 10 cents.

MEDICAL SERIES

1. *Yellow Fever: a Popular Lecture,* by James Carroll. 32 p. June, 1905. 15 cents.
2. *The Care of the Insane,* by Dr. M. L. Graves. 16 p. 1905. 15 cents.
3. *The 1903 Epidemic of Yellow Fever in Texas, and the Lesson to be Learned from It,* by Dr. G. R. Tabor. 22 p. June, 1905. 15 cents.

In addition to the bulletins above named are the following:

- a. The Official Series, which includes catalogues, Regents' Reports, and administrative bulletins.
- b. About 25 bulletins issued before March, 1904, when the division into series began.
- c. *The University of Texas Record,* formerly, but no longer, included in the General Series. Numbers of the *Record* have been issued from two to four times a year since December, 1898, and it is now in its 8th volume.

Requests for Bulletins should be addressed to the University of Texas Bulletin, Austin, Texas.